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ABSTRACT

In this documentary of Title III projects funded under the Elementary and Secondary Education Act, a short 1- or 2-page descriptive narrative of each of the 28 funded projects in Maine is given. Each project is classified by subject matter and is listed under one of the following headings: (1) expanding social/cultural horizons, (2) help for the educationally disadvantaged, (3) improving the education environment, (4) resource centers, (5) computer science, (6) giving English meaning, (7) pupil involvement in social studies, (8) understanding our natural resources, (9) guidance and counseling, and (10) professional improvement. A source for obtaining additional information is included with each project description. (LS)

TEACHING
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A
DOCUMENTARY
OF
TITLE III E.S.E.A.
PROJECTS
IN MAINE

RC004650

PERSONNEL

William T. Logan, Jr.
Commissioner of Education

Kermit S. Nickerson
Deputy Commissioner of Education

Ray A. Cook
Assistant Commissioner

Joseph J. Devitt
Director, Bureau of Secondary Education

Leroy O. Nisbett
Coordinator, Title III, ESEA

Robert A. Jones
Disseminator, Title III, ESEA

Miss Marion Cooper
Public Information Officer, Department of Education

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STATE OF MAINE
Department of Education
AUGUSTA, MAINE 04330

MEMORANDUM June 15, 1970
From: William F. Logan, Jr.
Commissioner of Education
To: Educators and Citizens of Maine

On April 11, 1965, the Elementary and Secondary Education Act (PL 89-10) became law, and American education began to receive a major infusion of Federal financial assistance. One small but highly significant segment of that legislation -- ESEA Title III, known as PACE (Projects to Advance Creativity in Education) -- and its accomplishments in the State of Maine are the focus of this report.

PACE is designed to close the gap between what we know and what we do in education. Its primary objectives are to translate the latest knowledge about teaching and learning into widespread educational practice and to create an awareness of new programs and services of high quality that can be incorporated in school programs. Therefore, Title III seeks to (1) encourage the development of innovations, (2) demonstrate worthwhile innovations in educational practice through exemplary programs, and (3) supplement existing programs.

ESEA Title III money is "competitive" money -- it is not distributed on a per-pupil or per-school system basis but rather on the basis of relative merits of proposals. Until fiscal year 1969, proposals were submitted by local education agencies directly to the U. S. Office of Education and were funded from the Federal level. In 1969 the State Education Agencies were given responsibility for administering 75 per cent of the Title III money allocated to the states, and in fiscal year 1970 the Departments of Education were given control of the entire program.

ESEA Title III money is also "seed" money...money invested to get innovative, exemplary, or adaptive programs started to benefit youngsters. Children whose lives are touched by it may be changed forever, but such change cannot be passed along to more students unless new financial support is found to replace the seed money when each project reaches its mandatory 3-year cut-off date.

Goal-related change in education is a philosophy to which the education profession must be dedicated. The ESEA Title III program in Maine is one significant attempt to implement that philosophy. Public support for additional research, development, and experimentation in instruction is needed to improve the quality of Maine schools, if we believe that "teaching is for kids."

Application Procedure
for
ESEA Title III

The Maine State Plan for the Administration of Title III, ESEA, 1965, has established the following procedures and timetables:

1. A preliminary application form delineating the major features of the proposed project is to be obtained, completed, and returned to the ESEA Title III Office, State Department of Education, before October 1.
2. The State ESEA Title III Advisory Council after review of preliminary applications will make recommendations to those applicants whose ideas appear most worthy of further exploration. The Council will recommend that certain applicants expand their preliminary ideas into formal, full-scale proposals to be submitted before January 1.
3. Upon receipt of formal proposals, the ESEA Title III staff will assign a minimum of three experts to read and rate each proposal.
4. The State Advisory Council, meeting in March or April, will review the proposals and expert readers' ratings and make recommendations to the Commissioner of Education as to which proposals should be funded or negotiated before funding.
5. The Commissioner of Education will, upon receipt of the Advisory Council's recommendations and the recommendations of the Title III staff, make the final decision concerning new projects and will notify the applicants in mid-April or as soon as negotiations have been completed.

School systems interested in submitting proposals for consideration under ESEA Title III are encouraged to utilize the services of the Department of Education as completely as possible.

The ESEA Title III staff is available upon request to assist applicants in the preparation of proposals. In addition, specialists within the Department may be available for consultation and the ERIC (Educational Resources Information Center) collection in the Department Research Office may be used by applicants to identify relevant research.

Cover photo: Peter Holmes of Cape Elizabeth conducts the Woodwind Quintet. The Quintet was sponsored by MUSIC IN MAINE from 1966 to 1969 under Title III funding.

This documentary designed and written by Communication Concepts Augusta, Maine

Photo credits
P. 7 Hinckley Photo, Brunswick
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P. 22 Hamblin, Education Development Center
P. 30 & 31 Dearborn's Studio, Portland
P. 38 & 39 Brian Chernack, Kittery

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MUSIC IN MAINE

Project Number: *OE 67-0021 (1)*
Applicant: *Bangor School Committee*

Director: *Mrs. John G. Chapman*
Canoe Club
Hampden, Maine 04444

Music in Maine brought the thrill of live performance to more than 224,000 children in public and private schools twice each year for three years. Two string quartets, a woodwind quartet, and (initially) a brass quintet crisscrossed the state, annually performing over 1,000 concerts in 185 locations. Children from surrounding areas were transported to the concerts. For most youngsters, it was their only exposure to live classical music. Mostly third - through eighth-graders, with fewer inhibitions and fixed attitudes than older students, the majority were enthralled. Adaptive and flexible, Music in Maine was at the peak of its importance to the state's youngsters when--in 1969--federal funding terminated.

Music in Maine, in three short years, became the energy source for a new wave of interest in the study and performance of classical music. Youngsters from Fort Kent to Kittery found ready support for their interests in classical instruments. Music teachers found willing assistance in establishing classical programs. And the symphonies in Bangor and Portland enjoyed renewed recognition.

Music in Maine was the brainchild of its director, Mrs. John G. Chapman. Through her diligent efforts, the idea (and the suggestion of possible federal funding) was presented to the Maine Superintendents' Association. Because Title III applications must originate with a single local educational agency, the Superintendents' Association nominated Bangor to make the operational grant proposal. Thus, the Bangor School Committee served as applicant for Title III funding on behalf of all local education agencies in Maine.

Under the direction of the Maine Superintendents' Association, a non-profit parent corporation called MIM, Inc., was established to direct, supervise and control all phases of the Music in Maine program throughout its three-years' existence.

In the 1966-67 and 67-68 school years, MIM, Inc., carried forth the program's major objective: "to stimulate interest in, and appreciation of, good music." Woodwind, string and brass ensembles--comprised of talented young professional musicians--toured the state, performing

for nearly all elementary school children in Maine.

The demonstration concerts of the first two years created an unanticipated amount of enthusiasm. That enthusiasm, on the part of youngsters and music instructors alike, sought expression through opportunities to study and play (as well as listen to) classical instruments. In its third year, MIM, Inc., endeavored to make such opportunities possible.

While the string and woodwind ensembles continued their demonstration concerts, the brass quintet was discontinued. Money thus saved was used to establish an Education Department and appoint an "Education String Coordinator." Here's what then was accomplished.

String Instruction Programs--were initiated or assisted in any school which requested aid.

A state-wide "Music Teachers' Master Classes and Clinics" day--three nationally prominent musicians conducted in-service workshops for 110 music teachers and teachers-to-be.

Student Soloist Program--enabled gifted young students (two were only 11 years old) to perform with the Bangor and Portland symphony orchestras.

Summer Study Scholarships for String Students -- enabled two students to enroll in prominent summer music schools.

Advanced and Beginner Summer String Programs--held in 11 locations, most operated five days a week for six weeks. More than 200 students took part, including 78 beginners. Instruments were rented for the three summer months, costing each student just 18 dollars. Registration fee for the course? *Three* dollars per student!

Central Maine Youth Orchestra--to provide young musicians the opportunity to learn to play with a group, MIM helped establish MUSE, Inc., the non-profit parent organization of the "Senior Orchestra" and the "Junior String Training Group."

Ballet Youth Concerts--MIM's Symphony Orchestra (which performed 20 In-school Youth Concerts for 14,000 students) staged four productions -- with the Maine State Ballet--of the Rossini-Respighi "La Boutique Fantasque" for 3,600 fourth - and fifth - graders from central Maine.

Music in Maine's influence was also apparent elsewhere. For instance, in May 1969, the "State-Wide String Festival" at Gorham State College, sponsored by the American String Teachers Association, attracted 276 elementary and junior high string students.

Music in Maine per se died when it had completed its allotted three years of federal funding. Its influence, however, lingers on--in the Central Maine Youth Orchestra, in the dozen or more MIM musicians who remained in Maine to become members of the two symphonies, and in the music of 200 or more neophyte string players throughout the state.

From the groundwork laid by Music in Maine may come a bigger and better successor, for Mrs. Chapman has a new dream: a dream of a permanent total-involvement arts and humanities program, "a new organization that will pursue a state-wide visual and performing arts program for students and teachers." Can she succeed? Some thought her last dream impossible! ■

YOU can ...

Write for more information to the Maine State Commission on Arts and Humanities, 146 State Street, Augusta 04330.

OPERATION TREASURE HUNT

Project Number: *OE 67-04134-1*
Applicant: *City of Bath*
Director: *Mr. Crosby Hodgman*
Wiscasset
Maine 04578

Operation Treasure Hunt, now in its third and, therefore, final year of federal funding, has been much more than a "cultural enrichment" program. For 10,000 children in the mid-coastal area from Thomaston to Bowdoinham, Treasure Hunt has been a physical, emotional, enrapturing explosion of their horizons. "We are meeting the needs the schools can't (individually) afford," says Director Hodgman. "Only through collaboration efforts can rural children have the advantages of city children." The major stumbling block to such collaboration: some towns could well afford to contribute their share, while others could afford only less. Hodgman asks, "Is it possible...in Maine, for a region to collaborate on what the children need?" At the time of this printing, that question remained unanswered.

"Exposure" is the name of the game. Whether it's Bill Bonyun, the well-known Westport Island folksinger, stirring fourth-graders with enthusiasm for songs of the region's history--or Bill Glennon, former director of the Pittsburgh children's theater, drawing first-graders out of their seats to participate in a classroom production--or one of a half-dozen other professionals presenting a student-involvement program--the emphasis is on opening children's eyes to the joys of education.

Treasure Hunt has served as a supplement to classroom work, operating within the existing school framework. Teachers have had, on an as-available basis, resource material and professional people working in English and social studies to help bring history and drama alive to students. The program has concentrated on assistance for teachers from kindergarten through the eighth grade, but has also worked with three junior high schools, 10 high schools and two parochial schools in the region. In addition to English and social studies, Treasure Hunt employed instructors in art for rural communities where such instruction had not been available before, and created programs in music appreciation.

A sampling of programs provided:

Away Goes Sally, a play for grades 4 through 6, written by Elizabeth Coatsworth of Nobleboro and performed by Glennon and Mrs. Chouteau Chapin (who holds an MA from Boston University and a certificate from the Royal Academy of Dramatic Arts in London);

Great Days of Sail, narrated by Harold E. Brown, curator of the Bath Marine Museum;

My Life on the Tall Ships, colorfully recreated by Anne Frances Hodgkins of South Harpswell (the daughter of a sea captain, she was born on board a sailing ship);

Woodcarving, by professional carver John Upton of Damariscotta;

Early Settlers, by Bonyun, employing film, colonial artifacts, and musical accompaniment (his program was adjusted to meet teachers' needs, according to grade level for grades 1 through 8); and

Slide talks on Mexico by Mrs. Chapin and on Europe, West Africa, and *Around the World*, by Hodgman.

While quantity does not of itself beget quality, sheer statistics of Treasure Hunt accomplishments are mind-boggling. In the 1968-69 school year, the year of greatest federal fund-

ing, Treasure Hunt provided the following:

3,006 "live" classroom performances of 26 different programs,
59 film presentations,
30 tape-recorded programs,
27 traveling exhibits, and
106 "Resource Kits," containing materials and information prepared to meet teacher requests for assistance.

All effort expended was on a request basis: teachers had only to ask for assistance and it was provided, whenever possible, when and where they desired. In that same 1968-69 school year, Treasure Hunt received more than *five thousand* requests for programs--2,000 of which, due only to time and logistics, had to be turned down.

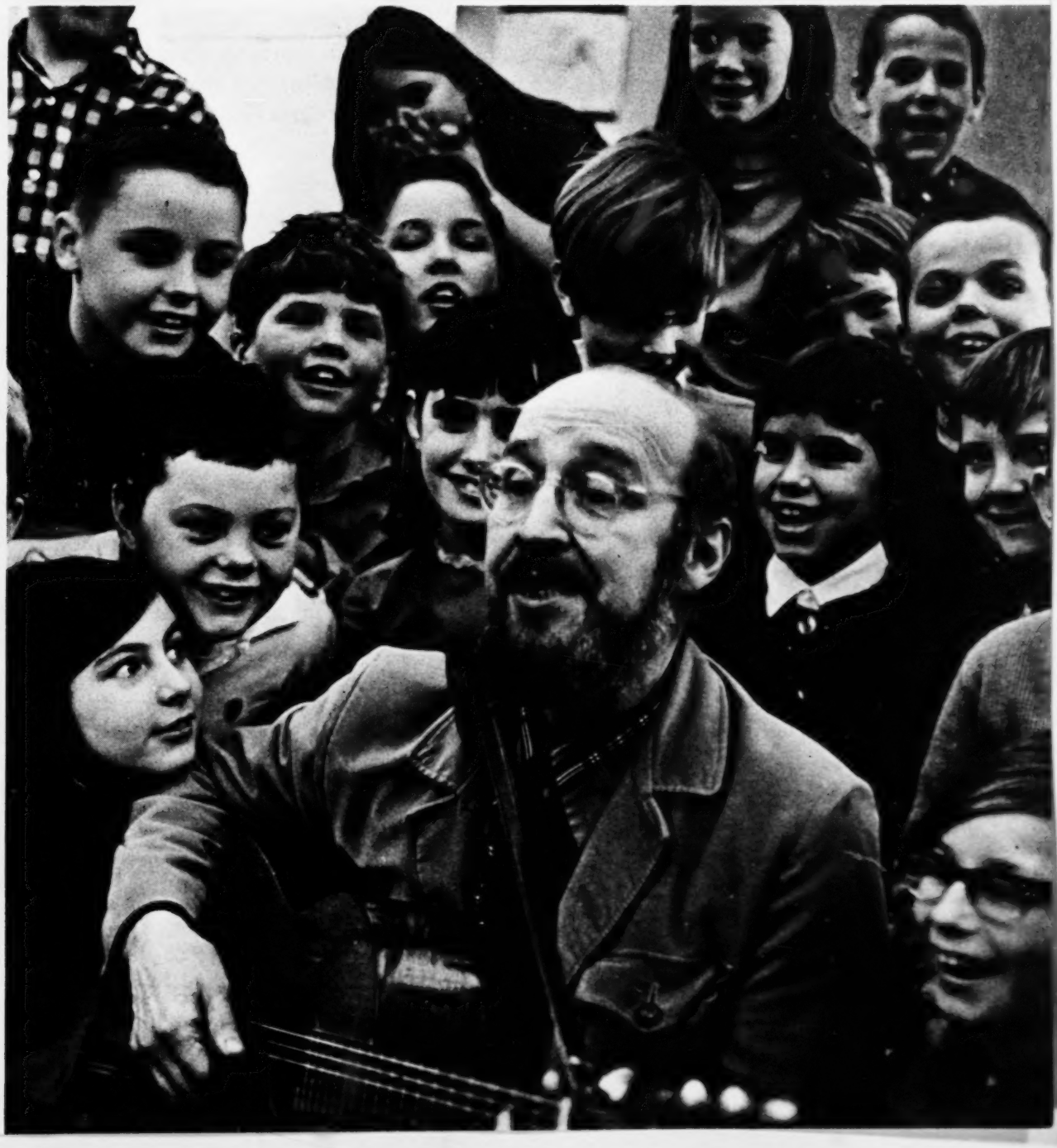
What was the total cost for Treasure Hunt's services? In the same, highest-expenditure school-year, it averaged just $6.65 per child.

Because of the reduction in all federal spending in the 1969-70 school year, eight auxiliary staff members with special skills were dropped. Some were contracted directly by local school systems for "one-shot" programs.

Throughout the operation of Treasure Hunt, Hodgman has tried to keep costs down to the point where the communities involved could continue to operate the program after the federal seed monies expired. He estimates the 1970-71 school year will require a local expenditure of $50,000 to maintain a staff of six and cover administrative costs. With local school budgets being cut, he said, continuation of Treasure Hunt looks doubtful. ■

YOU can...

Request more information from Crosby Hodgman.



Bill Bonyun performed more than 300 concerts per year for Treasure Hunt youngsters.

BICULTURAL CURRICULUM DEVELOPMENT AND TEACHER RENEWAL

Project Number: *OE 68-5803*
Applicant: *School Administrative District No. 33*

Co-Directors: *Messrs. Bob J. Ouelette and Glen Wilcox*
Wisdom High School
St. Agatha, Maine 04772

FABRIC (Franco American Bicultural Research Innovations Center) attempts to correct self-defeating, negative attitudes of students who are "linguistically handicapped." Tests indicate students from non-English-speaking homes--French, Spanish, or other--frequently fall far behind their Anglo counterparts when forced to forsake their mother tongues and stumble along in the English language for which they have had no preparation. A special summer program prepared teachers for attitudinal and language training changes, and this was followed by a year of testing in classrooms. Results of the year's pilot programs were compared at the following summer session, and a formal curriculum developed.

"It is now felt that here, in the St. John Valley, lies the opportunity and capability to produce a new and valuable type of American--a high school graduate who is a balanced bilingual, functionally literate in French and English--an individual possessing linguistic codes and cultural understanding from two sources to provide enhanced decision-making and problem-solving skills." This statement, by directors and staff, summarizes the promise of FABRIC (Franco American Bicultural Research Innovations Center).

Not long ago, however, the picture was not so bright in the northern Maine towns of Frenchville and St. Agatha, whose three schools comprise School Administrative District No. 33. Students in those schools (97 percent of whom speak only French at home) were tested and shown to be, on the average, three years below grade norms in reading and related skills. Nearly all high-school graduates left the area to seek work elsewhere, most of them migrating to other French-speaking communities, only to be sidetracked by the limitations faced by all "ghetto" dwellers.

Commenting on the problem, FABRIC personnel stated: "For too many years we have carried on an educational myth. We have utilized a school curriculum...completely ignoring the fact that the vast majority of our students arrive at school as monolingual French speakers. These five or six-year-olds, deprived of the comfort and security of the home environment, are further threatened by the presence of a stranger, in a strange setting, speaking a strange tongue."

Furthermore, while handicapped by lack of a proficiency in English, these students were also handicapped by lack of formal education in the French language.

The solution to this dilemma seemed to lie as much in changing attitudes as in changing techniques of teaching, although the two went hand-in-hand. The main effort, it appeared, must be to develop in kindergarten and primary children the attitude that the language they bring to school is of value in the classroom.

"The major objective, then," according to the FABRIC staff, "is to foster a favorable attitude toward learning and school in general

through the usage of their mother tongue'' (italics by editor). Evidence from studies of bilingual programs in Montreal, Florida, Texas, Arizona, New Mexico and elsewhere supported the theory that transference of reading skills to English from the mother tongue can be readily achieved.

Although the solution to the problem seemed simple, implementation was another story. Not surprisingly, the average, bilingual, SAD No. 33 teacher harbored the feeling that his background and culture had somehow made him less proficient than his Anglo counterpart.

It was obvious a change in the teachers' own attitudes would have to take place, and they would then have to be re-educated to bicultural and bilingual techniques, before corrective action could begin to reach the students.

Title III funding in early 1968 gave rise to an enthusiastic program in bicultural/bilingual reconditioning. That summer, a 6-week training program for SAD 33 primary and elementary teachers took place. The last four weeks were devoted to intensive language training under skilled linguistics specialists. The first two weeks, however, held the key to the program's success.

Said FABRIC's directors: ''The (two-weeks') sensitivity program is credited with being the portion of the project...which made possible the progress of all other aspects of the program.''

Sensitivity training allayed many of the subconsciously harbored, unrealistic fears of the teachers and nurtured awareness of their real worth. Furthermore, it demonstrated the superb potentialities their bilingualism gave them.

Imbued with new self-esteem and armed with four weeks of intensive bilingual/bicultural training, FABRIC teachers returned to their classrooms to conduct a year-long exploration of ideas and methods. Because there were no other projects with exactly the same circumstances, and no models to follow, each teacher was urged to experiment in his own way. What each learned, it was hoped, would contribute--the following summer--toward construction of a formal bilingual/bicultural curriculum.

Numerous pilot programs and exemplary methods were employed in the 1968-69 school year. Some of these included:

1. A pre-reading program in French and English utilizing locally produced visuals.
2. A team-teaching effort in French/English in Grade 5 social studies.
3. A non-graded approach in all subject areas in grades Kindergarten-3.
4. Team teaching activity in Kindergarten art and music, and in Grade 2 Science.
5. Introduction of conversational French in grades Kindergarten-8.

It was obvious from these experiments that a change in student attitudes was already taking place: as a whole, the French-speaking youngsters were enthusiastic over the introduction of their language into the classroom.

The second summer session for FABRIC personnel was held in July and August 1969. More sensitivity sessions were conducted, and work began on a formal curriculum. Object of the work was to produce a student who, at the end of the third grade, would be comfortable in either language. Portions of the curriculum were put into effect in the fall of 1969, with the results to be studied the following summer.

The Franco American Bicultural Research Innovation Center (FABRIC) has struck a responsive chord in its struggle to help the linguistically handicapped. By far the greatest change effected by the project has been change of attitude rather than content. ''It is difficult to convey,'' its directors conclude, ''the dramatic modifications of self-image on the part of the teaching staff, administration, students and townspeople resulting from project-related activities.

''Apathy has been replaced with hope, insecurity with pride. For the first time within memory, it's good to be French. We have something to offer--a cultural and linguistic heritage now viewed as a desirable and advantageous asset, a valuable resource and potential key to a far different and better future than was ever thought possible.'' ■

YOU can...

Request further information from the project co-directors.
Arrange to visit FABRIC.

CULTURAL ENRICHMENT PROGRAM

Project Number: *OE 67-03179*
Applicant: *Town of Wells*
Director: *Mr. Carroll P. Beals*
Box 308
Wells, Maine 04090

"Both distance from cultural centers and a lack of parental understanding prevent the children in any rural area from enjoying the cultural advantages that exist a few hours or miles away. We are not enough out of reach to make this impossible and think that the disadvantaged children would benefit greatly by the new horizons that can be opened up to them." -- Director Beals in Title III funding request.

"The greatest change that has come about as a result of this project," states Mr. Beals, "has been the 'broadening of horizons'." Now operating in its third year, the Wells project has been noted for its simplicity: children who have been culturally short-changed by financial and geographic circumstances are introduced to the arts, transported to museums and historical sites, and generally made aware of their cultural heritage. They have also viewed movies on art and had classroom visits by artists, historians and naturalists.

Strawberry Banke colonial restoration in Portsmouth, New Hampshire, has been a favorite with the Wells children, and some have re-visited the site with their parents. So, too, have they returned to Portsmouth's Theatre-by-the-Sea to view additional live performances. The children have also visited the Boston Museum of Science, the Maine State Ballet, the Portland Symphony, and several art museums.

"Visits to the model school libraries in Brunswick and Waterville made the children realize how much they are missing because there is neither an elementary school library nor a town library," Beals said. The children's desire for library facilities was relayed to their parents, and parental awareness was translated into action. An interested citizen deeded land to the town and contributed $5,000 toward construction of a library. Voters approved a matching $5,000, and applications were made for federal funding and assistance from private sources.

"The many enriching activities the children have experienced have helped (them) to develop the ability to make judgments in the selection of books, television programs, etc.," Beals noted. "None of our project endeavors failed to measure up to what we expected to gain, mainly because a great deal of time has been spent in preparing for each phase of the program. More social gains have been made than we had dared hope to expect." ■

YOU can ...
Request further information about areas visited.
Request advice about setting up your own cultural enrichment program.

REMEDIAL READING MOBILE LABORATORY

Project Number: *OE 67-04018*
Applicant: *School Administrative District No. 54*
Director: *Mr. Geoffrey Richards*
Box 69, Municipal Bldg.
Skowhegan, Maine 04976

The locus of this project is a 28-foot trailer, specially designed and fully equipped with materials and devices to help slow readers. The trailer provides room and equipment to diagnose reading disabilities and initiate remedial programs tailored to the needs of the individual. Staffed by one professional instructor and a teacher's aide, the program seeks out pupils who have the potential to achieve but are presently reading from one to two grades below their proper level.

The problem came to light in 1966, with the establishment of School Administrative District No. 54. Children from Skowhegan, the economic and geographic center of the region, proved to have the advantage over their rural peers in regionally organized classrooms. The trouble appeared to be reading.

Skowhegan youngsters had had the advantage of remedial reading specialists, but children from the rural communities of Canaan, Cornville, Mercer and Norridgewock had not. Teachers in these towns, burdened with two grades in each classroom (and occasionally with as many as four), had neither the time nor the special skills to detect and correct the early stages of reading handicaps.

The Remedial Reading Mobile Laboratory, now operating in its final year of Title III funding, has begun to narrow the reading skills gap. Approximately 130 second through sixth-grade students have been assisted in each of the project's three years.

Towed to one of the four communities, the mobile laboratory remains in that location about 12 weeks before moving on to the next. Class periods average 45 minutes each, with groups ranging in size from two to eight youngsters.

When the reading lab comes to town, testing is conducted and children who will profit most from remedial instruction are selected. Students chosen are those with average or above ability who are performing below their school grade levels. Comparisons of I.Q. scores with reading achievement scores, plus teacher evaluations, form the basis for selection.

Daily classwork consists of studying sounds, vocabulary building, word attack skills, reading from a basic text, written exercises to practice these skills, and use of audio-visual materials. The instructor sometimes reads orally to introduce students to some of the best children's literature and to create active interest in reading. The laboratory also contains a collection of books which children are urged to borrow and read for recreation.

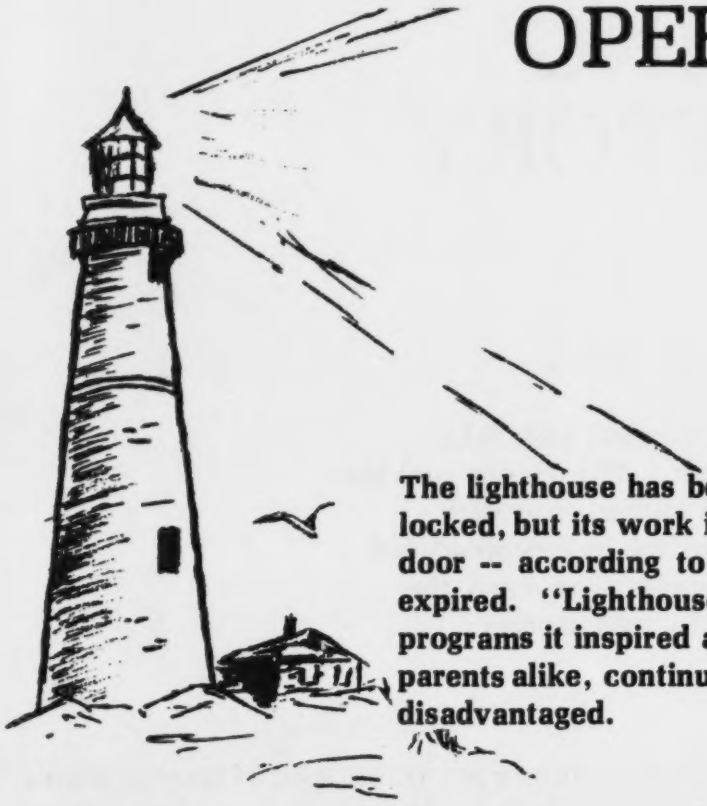
Tests indicate results, while painfully slow, have been positive. The average advance in reading skills in a 12-week period has been three-tenths of a grade, with some students improving their reading as much as 1.7 grades. A few, due mainly to emotional problems they brought to the program, had no gain or actually showed losses in reading grade scores.

The final evaluation rests with classroom performance: teachers in participating schools report students who have completed remedial instruction generally show improvement in regular classroom reading programs. When these youngsters advance into regional classrooms, it is hoped that reading weaknesses won't set them apart. ■

YOU can ...

Request more information about the program.
Request an inventory of tests and training materials employed by the project.

OPERATION LIGHTHOUSE



Project Number: *OE 66-01159*
Applicant: *City of Bath*
Director: *Mr. Earl Hutchinson*
Pine Tree Society for
Crippled Children and Adults
Bath, Maine 04530

The lighthouse has been deserted. Its light is out, its door is locked, but its work is carried on. Operation Lighthouse closed its door -- according to schedule -- in June 1969, when federal seed money expired. "Lighthouse" accomplished what it set out to do: the programs it inspired and the awareness it created, in teachers and parents alike, continue to serve as beacons of hope for the learning disadvantaged.

A beacon of hope —
A guiding light —
for those
disadvantaged
in learning

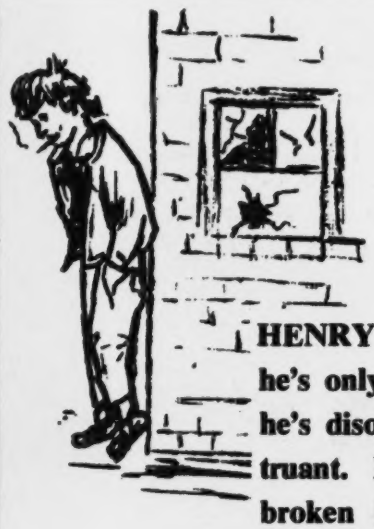
OPERATION LIGHTHOUSE WAS ESTABLISHED TO DEMONSTRATE THAT SOMETHING CAN BE DONE TO HELP THESE STUDENTS. THEY ARE NOT THE KNOWN MENTALLY RETARDED, BUT ARE CHILDREN WHO, FOR NO OBVIOUS REASONS, ARE FAILING IN THEIR SCHOOL PERFORMANCE.

These kids are DISADVANTAGED IN LEARNING.

As an immediate result of this Title III project, 488 children received assistance they would not have received otherwise: evaluations with recommendations for help; therapy sessions for various types of disabilities; special classes for certain children; and consultations on emotional problems. Four communities have, as a direct result of "Lighthouse," established permanent programs to assist the learning disadvantaged.

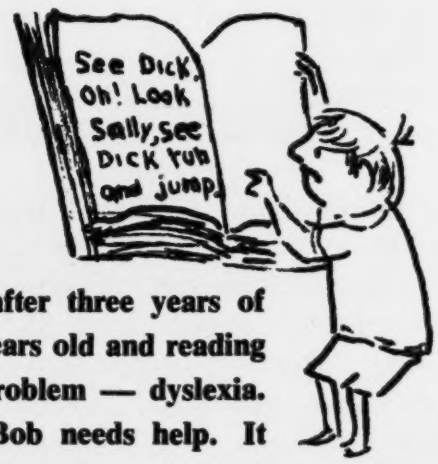
Indirect influence, however, may have been Operation Lighthouse's greatest contribution. Several programs have developed in Maine due to increased awareness regarding the learning disadvantaged. Laws were passed by the 1969 Legislature which encourage local school systems to provide additional services to such children--and which help local schools with the added financial burden. Mandatory transportation for handicapped children to centers of help was also provided by law. The Pine Tree Society for Crippled Children and Adults, a non-profit organization, has established a mobile speech unit, supported by each town served on a unit-cost basis for each child receiving speech therapy. In addition, the Society has established a free resource center in Bath which teachers may visit, and where they can borrow teaching materials for a variety of types of learning disabilities.

While Operation Lighthouse did not lead directly to most of these accomplishments, the awareness it created regarding the learning disadvantaged could well have been a motivating factor. ■



SALLY is not deaf . . . but she is hard of hearing. The strain of intense attention and her inability to hear all of what the teacher says are often too much for her. Yes, Sally is failing. She just can't seem to learn. She has given up. Sometimes Sally cries.

HENRY is a mixed up kid. And he's only 13. When he's in school he's disobedient. But he is usually truant. Henry is the product of a broken home. He lives with his mother. He resents her. At age 13 a school drop-out? He needs help — now!



Illustrations and their descriptions on these two pages are reproduced from a folder designed by Lighthouse's staff.

BOB can't read . . . even after three years of usual remedial reading. 10 years old and reading on a first grade level. His problem — dyslexia. His feeling — frustration. Bob needs help. It will soon be too late!

CARL is a monster . . . so his parents say. Teacher has to agree. His behavior is uncontrollable — constant motion. But Carl is bright. He can learn — when? Everybody is ready to give up. Such a monster!

JIMMY plays alone . . . he is seven. He sounds like a baby. The kids tease him. His speech is unintelligible. He won't talk in class. He won't read in class. He says, "I don't know."

Is there a beacon of hope in *your* community for all the Sallys, Carls, Bobs, Henrys, and Jimmies? Don't you think there ought to be?

YOU can . . .

Request more information about Project Lighthouse from Clifford P. Tinkham, Superintendent of Schools, Bath.

Request information about continuing programs from Earl Hutchinson at the Pine Tree Society, Bath.

ARISE
(ACTIVE REHABILITATION INTEGRATED WITH SOCIALIZATION AND EDUCATION)

Project Number: *To be assigned*
Applicant: *Falmouth School Dept.*
Director: *Mrs. Elizabeth Morrison*
75 Grant Street
Portland, Maine 04101

ARISE attempts to help the handicapped child develop his physical, emotional, social and intellectual capabilities to the fullest. In many cases, after a certain period of development, the child can join his own age group in a regular school. Children are taught mobility, communication, hygiene, and group discussion. The staff is constantly in training to improve the effectiveness of the program, and outside consultants are used. Parents join in group counseling to learn how to cope with both the special problems of the handicapped child and the normal problems all children cope with. The community is made aware that the handicapped child is -- first of all -- a child. The community can then offer the handicapped child its many programs and services.

Do you remember the times as a child that you played "Blind Man's Bluff" or "Pin the Tail on the Donkey"? If you can't remember what it was like, take five minutes and try to do, blindfolded, a normal activity you take for granted... like walking upstairs. An almost impossible task you say! Now stop and think of the children who are born blind. If that isn't enough, consider some of the effects of other handicaps such as cerebral palsy, speech impediments, and rheumatoid arthritis. The handicapped child has a bitter fight to join his healthy companions as a productive member of society. With the help of ARISE, handicapped children in the Portland area have better odds in their struggle.

In 1968, the Cerebral Palsy Association of Portland, sponsored by the Falmouth School Department, applied for a Title III grant to allow expansion of the Association's program for handicapped children. Limited by lack of funds and time, poor exposure to the community, and social restrictions against the handicapped, the Association too often had not been able to help quite enough. Too many graduates of the program remained house-bound, unemployed and dependent upon their families.

ARISE gives the handicapped child a chance to develop as a "whole person" with the guidance of a staff made up of project director, social worker, project aides, project secretary, shop students, style and grooming teachers, psychiatrist, clinical psychologist, registered nurse and vocational counselor. This team of professional workers combines collective understanding and knowledge to guide the total development of the child.

Attitudes and abilities of parents are essential in helping development of the handicapped child. ARISE provides group counseling to help parents adjust to their handicapped children and maintain a perspective on normal childhood problems. For instance, group counseling copes with questions like "Why did this happen to me?"

Before ARISE, most handicapped children had never handled money, never worked, were poorly groomed, had few or no friends, did not attend church and were frightened by the thought of adulthood. ARISE helps overcome problems such as these by taking children into the community and proving to them that they can work and make friends. With self-confidence increasing, the child is on the way to discovering that his handicap can be overcome.

ARISE will have reached its ultimate goal when the handicapped child leaves the project to join society, no longer dependent, no longer unemployed and no longer frustrated, but matured to the point where he realizes his individual capabilities and can cope with basic problems of everyday living. ■

YOU can...

Arrange to visit the Portland Cerebral Palsy Center.
Request more information from Director Morrison.

Project Number: *OE 68-06523-0*
Applicant: *Portland Public Schools*
Director: *Mr. Dudley E. Coyne*
c/o Portland Boys' Club
277 Cumberland Ave.
Portland, Maine 04111

PREP
(PUPIL REHABILITATIVE EDUCATION PROGRAM)

PREP has become a small junior high school especially for youngsters who are in danger of becoming juvenile offenders and for those too disruptive for the regular classroom. Small (six to ten pupils) ungraded classes, warm teacher-student involvement, psychological counseling, and part-time work opportunities are helping build self-respect and enabling some students to return to the regular classroom. For the rest, PREP is the alternative to becoming a junior high dropout or suspendee; and, through long-term training, a place to prepare for acceptance into the tenth grade or a part-time vocational training program.

This program, first of its type in New England, was initiated to provide special help for students whose disruptive tendencies made them subject to suspension from junior high school. It was also intended as a "catching up" place for students returned from training centers who had fallen below their peer group in public school achievement.

PREP (Pupil Rehabilitative Education Program) was originally designed to work with disruptive pupils for a period of one to several months, help them through remedial programs, and return them to the regular junior high school. "This objective," says Director Coyne, "has been, for the majority of the population we are working with, too idealistic."

Therefore, the objective has been modified so that a child may stay in the PREP program for a complete year and, with satisfactory performance, receive academic credit for his grade completion (i.e. complete the 7th, 8th, or 9th grade).

Located in the Portland Boys' Club, PREP has a maximum enrollment of 30 students, both boys and girls on a roughly three-to-one ratio. Although regular junior high subjects are taught, special recognition is given to the fact that these are troubled children who need special individualized attention. A social worker is assigned to each case to detect and try to alleviate home problems, and teachers are given in-service training to gain insight into the problems of the boys and girls in their classes.

Free hot breakfasts and lunches, clothing allowances, field trips, guest speakers from the community, and the opportunity to establish and enforce their own rules of conduct contribute to new self-esteem and higher aspirations.

That students have found encouragement in the program is evident by a marked decrease in truancy and improvement in classroom performance. A happy and unexpected result of the endeavor, Coyne reports, has been "the loyalty of the group involved, who feel proud to be identified as students in PREP. Students outside the program have requested to be enrolled in it."

PREP's most significant short-coming has been gaining cooperation from the community. Part-time jobs for these youngsters are essential to enhance status and recognition, and to provide spending money and an alternative to lawlessness. Yet, appeals by PREP staff to the general community and organized labor for assistance in job placement for these students have fallen mostly on deaf ears. ■

YOU can ...

Request more information about PREP from Director Coyne or Mrs. Selma Black, Federal Projects Coordinator, 389 Congress Street, Portland, Maine 04111.

Project Number: *MDE 29-70-0001*
Applicant: *School Administrative District No. 61*

Director: *Mr. Woodbury D. Saunders*
Superintendent of Schools
Box C
Bridgton, Maine 04009

"Bright Peaks" is the catalyst between a mental health agency and a public school system, and in this respect the project is unique. Specially trained "Bright Peaks" school nurses seek out and refer for counseling children who do not respond to the regular classroom setting. (The mental health agency's services are also available to other members of the community.) Funded by Title III, "Bright Peaks" has placed its own nurses in the three school administrative districts served. In addition to their work as referral agents for the Western Maine Counseling Service, the nurses provide routine medical services to School Administrative Districts 55, 61 and 72.

"Operation Bright Peaks" is now in its first year of service. Its concept and operation, however, reflect studies and planning sessions encompassing hundreds of hours of volunteer time over several years.

Although too little time has elapsed to evaluate Bright Peaks' operation, some of the statistics recorded to date are noteworthy.

Counseling Service Center -- One psychologist and a social worker are counseling more than 85 children referred by "Bright Peaks" nurses.

Speech and Hearing Therapist -- Over 200 students with either speech or hearing defects, or both, are being assisted. Parental support for this portion of the project has been overwhelming.

Bright Peaks Nurses -- More than 350 home visits have been made, two-thirds for physical defect follow-up and the remaining third for mental health. Over 100 clinic visits have been arranged, with transportation provided in most cases. Ninety-eight percent of all children in the three SAD's have received vision and hearing tests, with follow-up work where required. All students in grades 1-4 and in junior and senior high school have received physical examinations. Ninety percent of all students have been immunized against polio, measles, diphtheria-tetanus, and smallpox. ■

YOU can...

Request further information or schedule a visit to Bright Peaks.

Contact Mr. Samuel Hoyt, Elementary Supervisor, Saco-pee Valley School District No. 55, Kezar Falls, Maine 04047.

LEARNING SERVICES HUB

Project Number: *OE 67-3052*
Applicant: *City of Biddeford*
Director: *Dr. Linwood Brown*
c/o Superintendent of Schools
P. O. Box 484
Biddeford, Maine 04005

Now in its final year of funding, the Biddeford project has sought to assist the learning-disadvantaged through a family-unit-oriented program. Mature, bilingual women from the region were trained as social work aides, to bridge the gap between school and home. With parent trust and confidence gained -- and with support and cooperation from the home assured -- staff professionals seek total-environment solutions to learning problems.

To "individualize" the child with learning problems, to understand his problem in relation to his family, to understand it relative to his school, and to understand the problem in the context of the quality of community life -- these have been the objectives of Biddeford's Learning Services Hub.

"Despite differences among disciplines within the Hub," says Project Coordinator Roy Tibbets, "there is common agreement that we must hold to doing our work with the knowledge and agreement of parents of children referred." When a child is referred to the Hub by school authorities, a social work aide is assigned to make contact with the family. The Hub's service is explained to the parents, who are told they are free to accept or reject assistance for their child at any time.

The Hub began operation in September 1967 with five social work aides (trained in a Title I ESEA program at St. Francis College), one social worker and one University of New Hampshire guidance intern. Service was, however, limited to "slow learners" and under-achievers from grades 6, 7 and 8.

Within a year, referrals from school officials had become so numerous that staff expansion was necessary. By December 1968, Hub personnel included an administrative director, project coordinator, guidance director, federal coordinator consultant, religious advisor, executive secretary, speech therapist, two social workers, 10 social work aides, and three guidance interns. Several college students were employed on a part-time basis. Service was also expanded, to cover grades kindergarten-8.

By this time, 883 children were being served and 484 families were receiving family-unit counseling. Fifty-six children had been referred to allied agencies. Some schools had minor waiting lists for referral assistance, and most schools had major waiting lists for speech therapy services. A "campus day school" was established at Sweetser Children's Home in Saco to assist eight children referred from the Hub -- children with learning disabilities and emotional problems. Psychiatric and psychological testing services were enlarged to cover more school children. And 26 state and local agencies and resource people had offered the Hub their assistance.

Deeming it unlikely that communities served by the Hub could find the funds to sustain it, Hub officials had sought outside assistance. "Proposals to 41 national private foundations for help with an extended counseling project were rejected by 27 foundations," Tibbets reported. "Fourteen foundations didn't answer."

Letters to Maine's Congressional delegation received prompt but discouraging responses--prospects were nil for further federal funding of the project.

At the time of this writing, some services to the community had been terminated as the Learning Services Hub began tightening its belt. Chances the program would continue beyond its Title III funding cutoff remained doubtful. ■

YOU can...
Request more information from Project Coordinator Tibbets.

INDIVIDUAL CURRICULA
FOR EDUCATIONALLY HANDICAPPED STUDENTS

Project Number: *MDE 29-70-0002*
Applicant: *Town of Winthrop*
Director: *Mr. Jack Savona*
Box 226
Winthrop, Maine 04364

Must pursuit of a high school diploma require the same accomplishments of all students? The town of Winthrop thinks not. If those who don't meet traditional classroom standards can demonstrate--with the encouragement of special counselors--the ability to lead meaningful, responsible lives, they, too, have earned the right to graduate. The "Three R's" are still taught, but newspapers and periodicals replace frustration-recalling textbooks; tax returns and other everyday applications supplement formal mathematics; and "school" isn't taught in a schoolhouse. Where "passing" performance is anticipated, regular classes in the high school are attended; but the individual's capabilities determine the program he'll follow. High school dropouts? No, thank you!

New in September, Winthrop's Title III project is nearing completion of its pilot year. Although evaluation is not yet possible, indications are it has met the first of its four objectives--to prevent school dropout. Two students have transferred out of Winthrop, but none in the program has quit.

In relation to other projects, Winthrop believes its program to be innovative in all or most of the following ways:

1. An individual curriculum for each student;
2. Community involvement in curriculum planning;
3. A non-graded (i.e., no marks), anecdotal evaluation involving the student;
4. Frequent home visitation;
5. Teacher utilization of health and welfare agencies;
6. A self-contained academic setting;
7. Flexible scheduling;
8. Frequent community and area field trips for first-hand experiences; and
9. Full-time work experience during the last year of school.

The impetus for this project came in 1968, when the Winthrop High School guidance department reported the school had "at least 19 students"--all slow-learners--"unable to adequately benefit from the existing traditional programs, primarily because of severe reading difficulties."

The majority, however, were not mentally retarded. They were characterized by low intellectual potential (I.'Q. in bottom quarter of the class); reading level in the bottom fifth of the class; history of limited academic success; low socio-economic background; inability to profit reasonably from normal classroom environment; and indication of a desire to leave school.

Learning programs are tailored to each individual--in accordance with his or her needs--to meet the three remaining objectives of the project: to "substantially raise communication skills," "elevate self-image," and "prepare for practical, productive living." Emphasis is placed on learning how to learn and learning by doing, with paramount concern for successful experiences. Furthermore, students still participate in those traditionally-structured classes in which it is felt they can meet with success.

Upon completion of four satisfactory years of high school (including work experience), each student will receive a high school diploma. Verification of satisfactory performance will be based, not upon letter grades, but upon weekly and monthly anecdotal reports. ■

YOU can...

Request further information or a copy of the Title III grant proposal for this project from Mr. Savona.

Nowhere -- short of college -- are differences between school systems more in evidence than where students from two or more systems are brought together for regionally organized schooling. Realizing they faced potential problems in organizing a school administrative district, the towns of SAD No. 48 sought and won Title III funding to study and then implement their ...

ELEMENTARY CURRICULUM COORDINATION

Project Number: *OE 67-03633*
Applicant: *Maine School Administrative District No. 48, Hartland*
Director: *Mr. Orrison Moody*
Newport Elementary School
Newport, Maine 04953

Corinna, Hartland, Newport, Palmyra, Plymouth and St. Albans had operated their own elementary school systems. Each functioned independently, according to needs assessment and taxpayer consent. No one was greatly concerned that one town used textbook "A," while neighboring towns taught from textbook "B." Nor was there any particular cause for concern.

Unification into a single educational system was another story. If School Administrative District No. 48 was to provide better education for its 2,112 students, it would have to cement together its six fragmented elementary programs. Title III funding was sought to support in-depth study and revision.

After three years' work, curriculum coordination has begun to take place. Efforts have been made to organize each grade in all elementary schools on parallel achievement levels. Work is progressing on a syllabus covering all grades from kindergarten through high school.

At times, the work has been painfully slow. Teachers in the separate towns were, to begin with, naturally suspicious of the new "curriculum coordinator." Their confidence had to be gained before progress could be made. As teachers' confidences were gained, core groups were established at each instructional level to study their collective strengths and weaknesses, and establish classroom standards. "The K-12 syllabus is now scheduled for completion in late 1970 or early 1971," Coordinator Moody reports. "We expect it will reduce the overlap in instructional activity and assure complete coverage of all academic areas."

In addition to the curriculum reorganization it has precipitated, the project has utilized Title III funds to provide "hardware" and "software" that will support teachers in adjusting their classroom techniques. Such materials have included overhead, opaque and film loop projectors; reading machines; dry mounting equipment; and related laminate material, transparency films and other supplies. Work sessions have been arranged as needed to acquaint teachers with the operation of new equipment.

"The greatest impact of this project on the educational program of SAD No. 48 as a whole," concludes Moody, "is an awareness of the *flow of instruction* through the grades -- and a re-evaluation by the classroom teachers of their part in the total picture." ■

YOU can...
Request more information from Curriculum Coordinator Moody.

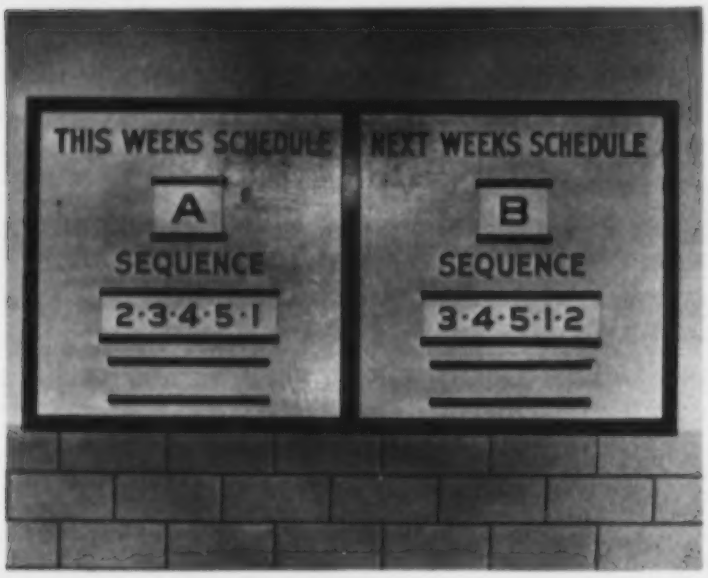
EPIC
(EXPERIMENTAL PROGRAM IN CURRICULUM)

Project Number: *OE 67-03284-1*
Applicant: *Portland Public Schools*
Director: *Mr. Frederick S. Jackson*
King Junior High School
92 Deering Avenue
Portland, Maine 04102

EPIC was designed to assist junior high school under-achievers by making school a pleasant place to be, and by making their experiences in school relevant and meaningful. The project has introduced a variety of educational techniques in two participating junior high schools, including a core curriculum concept, modular scheduling of classes, limited homework, shorter formal school day, smaller class sizes, and extensive community involvement.

The bells don't ring at King Junior High and Jack Junior High in Portland anymore, but that's the way it's supposed to be. Some classes begin at 8:20, others at 8:40, and so on at short intervals throughout the day. Each student is responsible for finding his own way to the right classroom at the appropriate time.

The 20-minute modular scheduling at King and 25 minutes at Jack has provided new flexibility in planning, relieves the monotony of fixed 45-minute periods, and keeps students and teachers from being "locked into a highly structured traditional schedule with classes always meeting on the same day," says director Jackson.



The change to modular scheduling was made to accommodate EPIC's core course curriculum. Although EPIC students per se are enrolled in either industrial arts or home economics, the core curriculum method is now used for all students.

EPIC's influence on the education environment is apparent throughout both schools. For instance, EPIC students now arrive early enough to have a free breakfast, but college-bound youngsters have their first class at 9:20. Except for a five-hour, voluntary, life-sports program every three weeks or five hours of extra consideration (make-up) on school time, the middle classes have a traditional school day.

EPIC students spend the time after lunch either on field trips into the community, or in large group instruction, or using community resources for physical education. Minimizing of study periods has released teachers for more productive service to students, through individual

Freer schedules permit more school time for Teacher Cooperative Planning Sessions.

or small-group instruction and through "Teacher Cooperative Planning" sessions held on school time.

Through team planning, all teachers in the school now have an opportunity to assist in developing curriculum, to discuss individual students with the guidance staff and school-family coordinator, and become aware of new educational trends and practices.

"Teachers have an excellent opportunity to develop a meaningful dialogue through the team planning approach, which is one of the most successful facets of the program," said principal Robert Stearns.

For students, EPIC has offered a relevant course of instruction which has allowed them to succeed at their own level and has improved their self-image.

One of the "non-traditional" aspects of EPIC is dependence on the community to make classroom material relevant for underachievers. Frequently, a resource person from the community addresses all students during large group instruction on a topic related to their current studies. The lecture may then be followed up with a field trip to the resource person's place of business or agency. One such sequence, related to social studies, involves the Portland Fire Department.

So far, 107 local businesses and community agencies have opened their doors and hearts to EPIC youngsters. These range from the A.B.C. School of Driving to the Yudy Tire Company, with places like Central Maine Power, Maine Medical Center and Portland Press Herald in between.

Pupil-centered classrooms, small classes of 15 to 20 students, limited homework, and no text books are other trademarks of EPIC. So is the success-oriented approach to student evaluation: S+, S, and S– replace the traditional grading system.

Student response to EPIC has been rewarding. EPIC students are, as a group, the type who had never been involved in school activities. Now, says Jackson, they are emerging in places of leadership--on the school's Representative Assembly, in band, cheerleading and athletics.

Said one student in regard to EPIC, "It's fun, the field trips and industrial arts are a lot of fun. I like social studies because our teacher lets us do things and he explains things. He doesn't mind a little fooling as long as we don't go too far. Our math teacher explains. He doesn't get mad. Our music teacher lets us listen to music and tells us they won't all be fun, and she lets us move around. I like the special reading classes and the large group instruction."

Another EPIC student echoed: "I like it because you feel free and you don't have to stay in class too long. The field trips are nice... I haven't missed a day yet and that's unusual for me."

Now in its last year of federal funding, EPIC will be continued in varying degrees in the participating schools. Overtones of the project have reached Portland High School, where the first wave of EPIC-trained youngsters are completing the tenth grade. ■

YOU can ...

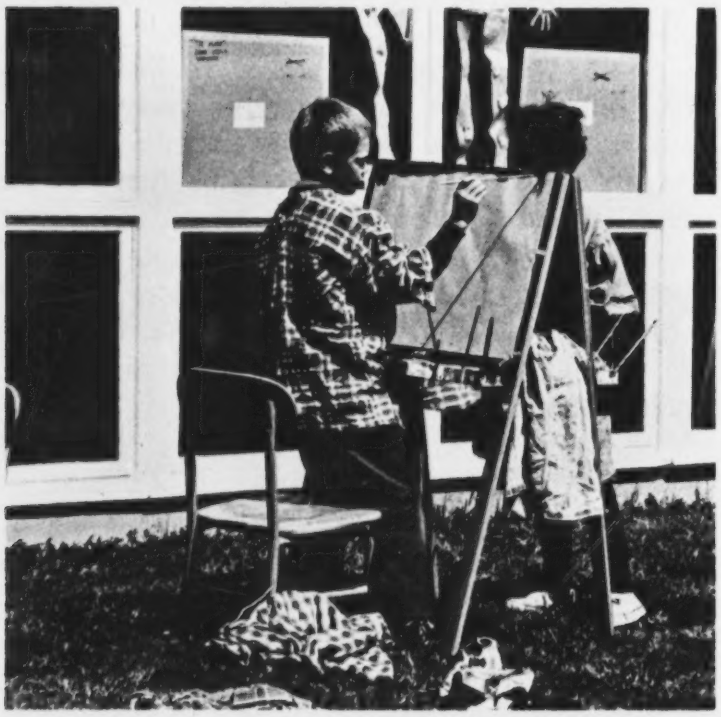
Request more information--and samples of modular schedules, large group instruction topics, and field trip evaluation--from Mr. Jackson.

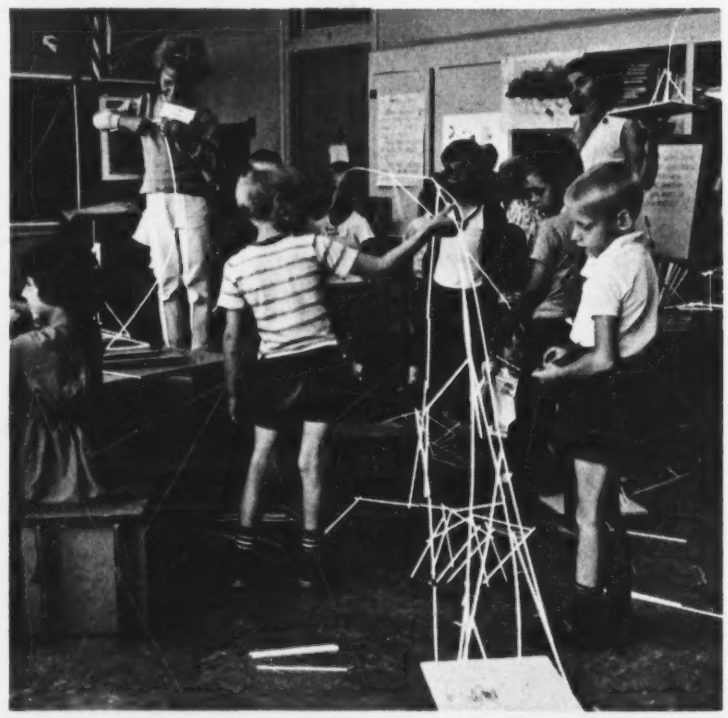
All students have the opportunity to participate in EPIC's voluntary life-sports program. Five hours of life-sports are plugged into the modular schedules every three weeks.

MODEL STATE WORKSHOP and LABORATORY SCHOOL

Project Number: *OE-68-06488*
Applicant: *School Administrative District No. 40*
Director: *Mr. Dale D. Higgins*
Main Street
Waldoboro, Maine 04572

This summer program for teachers and school principals has provided a means for creative exploration of the process of education. Focus has been on the methods by which children assimilate knowledge, and on changes schools might implement to nurture that assimilation. Said its evaluators, "The project provides an opportunity for participating teachers to experiment without fear of penalty for failure." Now in its third year, the program is the result of collaboration between a school system and a private organization engaged in educational development, the School Services Group. A third summer workshop and laboratory school are anticipated.





For 130 youngsters from School Administrative District No. 40, the past two summers have been an excursion into a world of education so different from schools they've known that most would be hard put to tell you what they learned. "We didn't learn anything," they might say. "We just messed around with a lot of new stuff and met a lot of new people who were more like kids than teachers."

The fact is, the SAD 40 children were "human guinea pigs" in the finest meaning of that term. The summer schools they attended were "laboratories" for elementary and secondary teachers and principals from mid-coast Maine who participated in the Model State Workshops at Waldoboro.

Basically, the workshops were designed to prepare teachers to take part in changes in curriculum and classroom organization which lead to the improvement of instruction, and to prepare principals for leadership roles in accelerating change. In cooperation with staff instructors and special consultants, teachers and principals planned, taught and evaluated the summer labor-

atory schools. Emphasis was on developing pupil-centered attitudes in planning new instruction.

Among the experimental techniques in the "laboratories" was an open classroom policy, in which students were relatively free to wander from one room to another. Youngsters were encouraged to pursue experiences as far as time and interest would take them. In short, students and teachers were freed from traditional procedural constraints.

Said Robert M. Doris, Jr., of the Peterborough Group, who visited the 1969 workshop: "In my own opinion, this is one of the best Title III summer workshops I have seen. It is bold, swinging, and productive of interesting learning experiences for *both* children and teachers, and is not redolent of the 'processing odor' which I find so oppressive in schools, asylums, military institutions and pea canneries. It is, therefore, (superficially at least) not 'efficient,' tends to be 'noisy' and is more demanding of teachers' time, energy and inventiveness."

On the minus side, evaluators of the project reported, was a near-absence of community involvement, whereas it had been hoped such participation would be strong. Worthwhile project activities, too, they noted, may not be continued beyond the period of federal funding, and the project's very lack of structuring may have reduced its effectiveness. The workshop's benefits, however, outweigh any defects, the evaluators said. They recommended that the program be continued. ■

YOU can...

Write to Mr. Higgins for more information, or contact Mr. Phillip Johnson, Educational Development Center, 53 Front Street, Bath, Maine 04530

PILOT BREAKFAST PROGRAM

Project Number: *OE 66-00864-1*
Applicant: *School Administrative District No. 12*

Director: *Mr. Marc E. Plante*
Superintendent of Schools
Jackman, Maine 04945

The purpose of this project (funded by Title III from 1966 until May 1969) was to provide culturally, socially and economically deprived pupils of Jackman with a breakfast program designed to meet their nutrition requirements and build the physical well-being necessary for alert, productive performance in school. The program has been partially continued under local funding.

Jackman is isolated from other large communities by 50 miles. Because the town depends on lumbering and tourism for its livelihood, its financial condition fluctuates with the seasons. This fluctuation is reflected in the amount of food in the bellies of most of the children.

The school months are generally the leanest for Jackman families, so teachers and administrators had always had to compete with hunger and weariness in their classrooms. When Title III, E.S.E.A., came into existence, School Administrative District No. 12 jumped at the chance to help its children.

In May 1966, the Jackman Pilot Breakfast Program became one of the first of its kind in the country. Breakfasts were provided to each needy child at the minimal price of 10 cents.

More than 250 of Jackman's 330 school children participated in the breakfast program. Percentages of pupils who participated varied from 100 in some elementary grades to less than 50 in high school.

Evaluators of the project reported the following results. Pupils who participated were mentally more alert than non-participants. Morning dismissals decreased 10 percent.

Teachers reported that the quantity and quality of food children brought with them for lunch had improved. Student's attitudes toward school had improved and, it appeared, so had the attitudes of their parents. As a result, the evaluators reported, home-school relationships were also much better because of the breakfast program. ■

YOU can ...

Request more information from Superintendent Plante.

MODEL LIBRARY

Project Number: *OE 67-01001*
Applicant: *Waterville School Department*

Director: *Mrs. Judith W. Powell*
Waterville Senior High School
Waterville, Maine 04901

Funded for construction and materials under a grant from Title II, E.S.E.A., Waterville's Model Library was staffed under a grant from Title III. The project's major objective has been to demonstrate "how excellent library service can stimulate learning and create an atmosphere where learning becomes a pleasure, not a chore to be endured." One of Maine's earliest Title III projects, the Model Library has been wholly supported by local funds since its seed money expired two years ago.

What was once a high school hallway is now an art gallery, and two former "study halls" at Waterville Senior High have been converted to an audio-visual center, reference room, and paperback library.

"The greatest change this project has had," says director Judith Powell, "is...a matter of attitude. There is a climate of intellectual flexibility and a willingness to try something new and different that did not exist in the school before."

Waterville's students formerly congregated in this "study hall" between classes.

Some of that "flexible intellectual climate" she refers to is a result of the efforts of Mrs. Powell and her staff. Their enthusiasm and interest have helped make the library an attractive and meaningful place for teachers and students alike.

Mrs. Powell reports, "We have been concerned primarily with the place of the library in the curriculum, seeking ways to entice teachers to try new books, records, films, tapes and magazines to supplement the text book in the classroom."

When the project began, some teachers felt "guilty about using more than one film a week." Now, the library fills more than 1,000 requests for films in a single school year, and teachers make use of a wide range of library services.

Some of the assistance available:

An audio-visual librarian and her assistant train teachers in the use of audio-visual equipment, and schedule, deliver

A study hall, similar to that on the preceding page, converted as part of this "project to advance creativity in education."

and retrieve audio-visual equipment and material for classroom use.

A graphic arts technician assists teachers and students in any art-related projects, from poster-making to developing film.

All eight members are ready and willing to go to the classroom to offer any assistance requested, or teachers can bring entire classes to the library.

A reference and catalog librarian, circulation room assistant, 50 student library aides, and Mrs. Powell and Mrs. Finnegan, her assistant, are always willing to lend a hand.

The library project director applaudes Waterville's faculty for its part in the school's changed attitudes. Teachers, she says, had to be willing to move away from "textbook" teaching toward truly individualized instruction, "toward creative use of books, films, tapes, equipment of all kinds."

Nearly all teachers have found materials and equipment in the library useful. For example, the home economics department utilizes an overhead projector, the language department uses slides and reference materials, the physical education department makes use of audio-visual equipment, and the business education department uses special charts and dictionaries owned by the library for shorthand and typing classes.

How have Waterville's students reacted? At nearly any time during the day, 200 or more can be found in the library, participating in classes or workshops, or making their own movie or video tapes, working in the photography dark room, browsing through the art gallery, or just relaxing in the paperback room.

Students have discovered that the Model Library represents a lot more than just a place to borrow books (although more than 14,000 volumes are housed there). They know they can request and get help in researching a subject, receive training in speed reading, create their own electronic music, listen to the stereo, or just sit and chat (the only place where absolute quiet is required is in the reference room, where the study carrels are located). Furthermore, anything that is not too heavy to carry--from framed paintings to projectors--can be borrowed.

The library is fulfilling its role as "model" to the state and nation by serving as a living, operating example of what a high school library/media center can be. More than 600 visitors a year, from all parts of New England and beyond, journey to Waterville to study this "learning laboratory," and staff members from Waterville travel widely to fill requests for speaking engagements. The Model Library has been recommended by the American Library Association as one of *the* places to visit for those contemplating building new libraries or reconstructing old ones. ■

YOU can...

Request more information, samples of bibliographies prepared by the library and a list of services the library offers teachers.

Arrange for your group to visit the library, take part in workshops for teachers and librarians, or receive speakers from the library.

Write Mrs. Powell, or telephone 207-873-0044.

EDUCATIONAL SERVICE CENTER

Project Number: *OE 68-06068*
Applicant: *City of Auburn*

Director: *Mr. Charles W. Jordan*
Educational Service Center
Central School - High Street
Auburn, Maine 04210

"IS THERE A BETTER WAY?" The theme of the Auburn Center is a challenge to those who would set the pace in learning experiences for children. The Center's "What's New" library is a starting point. Workshops, Center-sponsored field-trips for teachers, research upon request, and assistance in seeking funds for projects are but a few of the possible paths toward the better way. Teacher motivation has been a problem...

Two teachers from Stevens Mills Elementary School make a cardboard cart for first grade students. Cardboard carpentry offers numerous classroom applications. The Educational Service Center has sponsored workshops on this subject and provided teachers with materials and tools.

"*All* teachers and administrators are urged to come to the Center at any time with their ideas, questions and problems. *We guarantee to find printed materials that will be relevant.*" So speaks Charles Jordan, director of the Educational Service Center.

His is no empty claim. For example, the Center possesses "Research in Education," the monthly publication of the Educational Resource Information Center of the U. S. Department of Health, Education and Welfare; listing by categories all educational projects and publications (more than 10,000) which are available on microfiche. And the Center has microfiche readers.

"Current Index to Journals in Education"--providing monthly indexing of articles in more than 200 educational journals and periodicals--is another resource tool at the Center.

Add to these the 1970 editions of "Guide to Free Films," "Guide to Free Filmstrips," "Guide to Free Tapes, Scripts and Transcriptions," and "Guide to Free Social Studies Materials"--and you begin to scratch the surface. The Center has new catalogs of "how-to-do-it" pamphlets, new magazines, new books, new educational simulation games, all available to those seeking "a better way." Filmstrips provided by the National Education Association include: "Edu-

cational Media'' (the effective use of multi-media in the classroom); ''Guided Study and Homework''; ''Discipline in the Classroom''; and ''Motivation in Teaching and Learning.'' Available to elementary teachers in Maine are $2,000 worth of carefully selected materials: books, pictures, games, tapes, film-loops and more.

The resource library is just one part of the service offered by this Title III project, albeit a vital one. From its conception, the Educational Service Center was conceived as a catalytic force to transform the desire for change into physical reality.

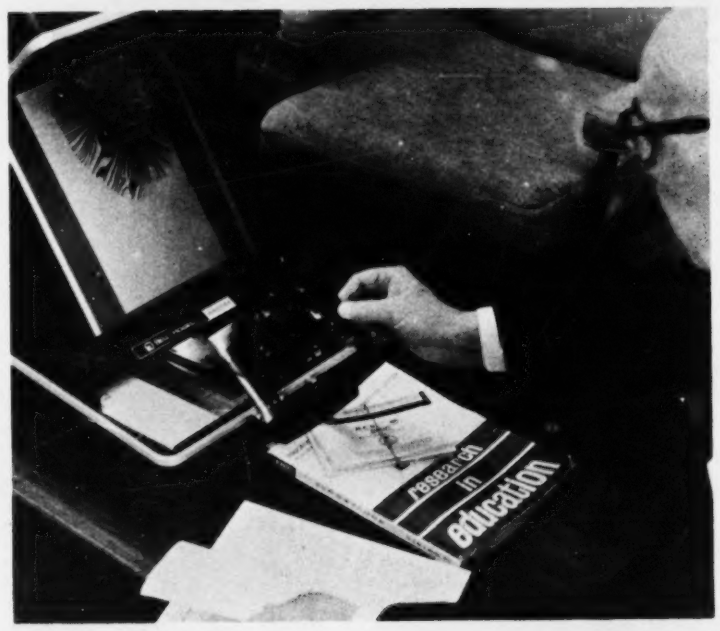
Seeking a better way to teach science? Or mathematics? Or social studies? The Center is a clearing house - steering house - where ideas are wedded to opportunities: through research, communication and action. Upon request, the Center will study ideas, practices, or materials requirements, gather pertinent information, and suggest alternative ways to get from hither to yon. Helping to search for funding sources is another of its services.

Opportunities the Center offers are endless. Field trips for teachers have been funded where personal observation appeared beneficial; demonstrations and ''hands-on'' workshops are provided as requested; consultants have been brought in to help solve local needs. Production centers for making overhead transparencies, slides, study prints, 8mm movies and film loops have been developed in several schools. Assistance by the Center has resulted in the purchase of videotape equipment and its expanding use both as a teaching device and for in-service training of teachers.

Now in its second year of operation, the Educational Service Center has had one shortcoming--insufficient use. Despite its assortment of resource material, and despite monthly contact with teachers through its newsletter, the Center has had difficulty motivating teachers to action. ''We haven't had as many visitors to the Center or as many telephone requests as we expected,'' Jordan states, although the traffic has been increasing.

''We sent out a form letter to over a hundred Title III projects like ours,'' he said, ''asking if they had problems with communication and motivation of staff. Over half said this is their chief problem -- communication, and translating new ideas into action.''

Inertia and ''credibility'' seem to be the key. Many teachers -- those who have come to accept and adjust to the ''make do'' and ''get along with'' tradition of school budgets -- see change or innovation as an impossible dream.



One 3 x 5 inch ''microfiche'' contains sixty pages of print. Pages are projected individually on the microfiche reader's 8 x 13 inch screen.

Teachers who have taken advantage of the Center's services, however, have found ... ''My reaction to all of this has been one of great excitement. I feel they have stimulated me towards action'' . . . ''It was for me a very profitable experience. It has given me many new ideas'' . . . ''The director rendered assistance in utilizing the Surplus Commodity Office in Augusta. The most recent (free ed.) acquisition was a photo-metric oscilloscope valued at over $5,000. It will be used by the science department and occasionally by the mathematics department of the high school.''

Do you have a teaching technique or material problem? Do you envision a ''better way''? Why not contact the Auburn Educational Service Center? You might just be surprised. ■

YOU can . . .

Schedule a visit to the Auburn Educational Service Center. Borrow any of the resource materials in the Center's library. Request assistance in seeking your own ''better way.''

PLANS TO CONTINUE THE PROJECT: This project--planned as a demonstration regional service center--will be evaluated by the Auburn School department near the end of the federal ''seed-money'' grant. Continuation of the program will depend on the results of that evaluation.

Project Number: *OE 68-06524-0*
Applicant: *Portland Public Schools*
Director: *Mr. Keith E. Leavitt*
858 Brighton Avenue
Portland, Maine 04102

PRIME is a regional instructional resources center serving 2,000 teachers and 43,000 pupils of schools (public and private) in Portland, South Portland, Westbrook, Falmouth, Yarmouth, Freeport, Cumberland, Gorham, Windham, Scarborough and Cape Elizabeth. The center contains equipment for production of materials; a professional library for teachers; and films, filmstrips, charts, transparencies, tapes and other instructional materials available on short-term loan to participating schools. Distribution is provided through a coordinator-aide system, which provides a direct service to all teachers. PRIME also organizes and/or conducts in-service education programs for teachers.

PRIME
(PORTLAND REGIONAL INSTRUCTIONAL MEDIA EXPERIMENT)

An outgrowth of the former Title I, E.S.E.A., Portland School Department Resource Center project, Operation PRIME was funded under Title III in 1968 to provide expanded service to all 132 schools in the region served. The PRIME center, a converted school building, provides a wide variety of supplementary instructional materials for teachers in member communities.

Described by one educator as "The greatest thing that has happened for the teacher since I've been teaching," PRIME demonstrated in its first year of operation that such a supplementary materials center would become an invaluable regional asset. During the 1968-69 school year PRIME teachers borrowed nearly 25,000 instructional materials and produced a similar amount of teacher-made classroom aids.

Among things teachers borrowed or created with PRIME equipment and materials were: 9,200 films, 8,000 filmstrips, 4,300 books, 1,600 electronic mimeograph stencils, 2,500 thermal spirit masters, 11,000 mounted and laminated "visuals," 2,600 overhead transparencies, and 358,000 sheets of mimeographed material. In addition, 273 group meetings and training programs were conducted either at, or by, Operation PRIME.

"The aim of PRIME," says Director Leavitt, "is to encourage the multi-media approach (to teaching) through the use of a wide variety of carefully selected and properly used instructional materials." To assist teachers in preparing and selecting materials, PRIME is staffed by specialists in communication arts. In addition

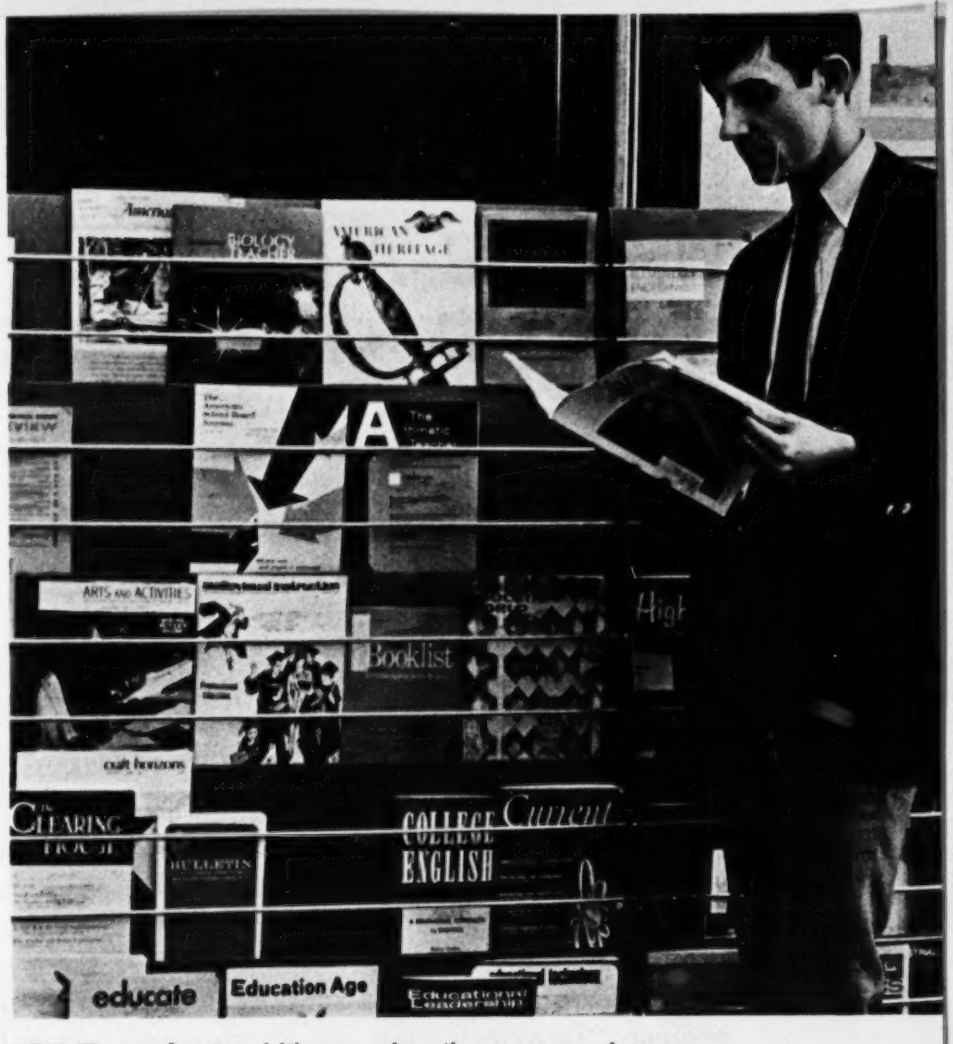
to the director and his assistant, the center employs a professional librarian, a graphic arts and photography specialist, and an audio-visual technician. The staff also includes various support personnel, such as librarian's aides, a receptionist, and several "coordinator aides" who deliver and pick up materials requested by teachers in participating schools.

Teachers who visit the PRIME center discover it contains enough equipment to produce or duplicate nearly any kind of supplementary classroom materials. Equipment available for teachers' use includes: an electric typewriter, an electronic "scanning" stencil maker, a light table, copy machines, diazo machine, dry mounting and laminating machine, and an automatic laminator. Equipment for preparation of pamphlets and booklets includes: a duplicating machine, a mimeograph machine, electric collator, electric staplers, electric folding machine, and an electric paper drill.

Another service to the region's teachers is PRIME's professional library, containing numerous books on education which teachers may borrow in connection with courses they are taking or for independent study. The library also subscribes to more than 100 professional magazines. Current issues remain in the center, with back issues available for circulation.

Operation PRIME conducts a wide variety of instructional media in-service training workshops and other programs throughout the school year. Included have been teacher workshops, in-service certification courses, and special programs for student teachers and prospective teachers from nearby colleges. Programs have included instruction in production techniques, utilization of instructional media, operation of equipment, special workshops in continuous progress education, and language arts curriculum development.

How accessable is the center? It operates daily 12 months of the year. Hours of operation are 8 a.m. to 8 p.m. Monday through Thursday when school is in session, and 8 a.m. to 4 p.m. every Friday, during school vacation periods and on days preceding legal holidays. ■



PRIME's professional library subscribes to more than 100 journals related to education. Books in the library may be borrowed in conjunction with professional courses, or for independent reading.

YOU can ...

PRIME educators: Make full use of borrowing and equipment usage privileges.

Non-PRIME educators: Make on-site use of printed and audio-visual materials; arrange to attend in-service workshops conducted at the PRIME Center; request advice and consultation; arrange an appointment to visit PRIME; request descriptive literature about PRIME.

Multimedia reading lessons are made possible through equipment purchased by PRIME. Teachers may borrow materials directly, or have them delivered to the classroom by a PRIME aide.

USE OF A TIME-SHARED COMPUTER

Project Number: *OE 67-4087*
Applicant: *City of South Portland*

Director: *Miss Ann Waterhouse*
South Portland High School
637 Highland Ave.
South Portland, Maine 04106

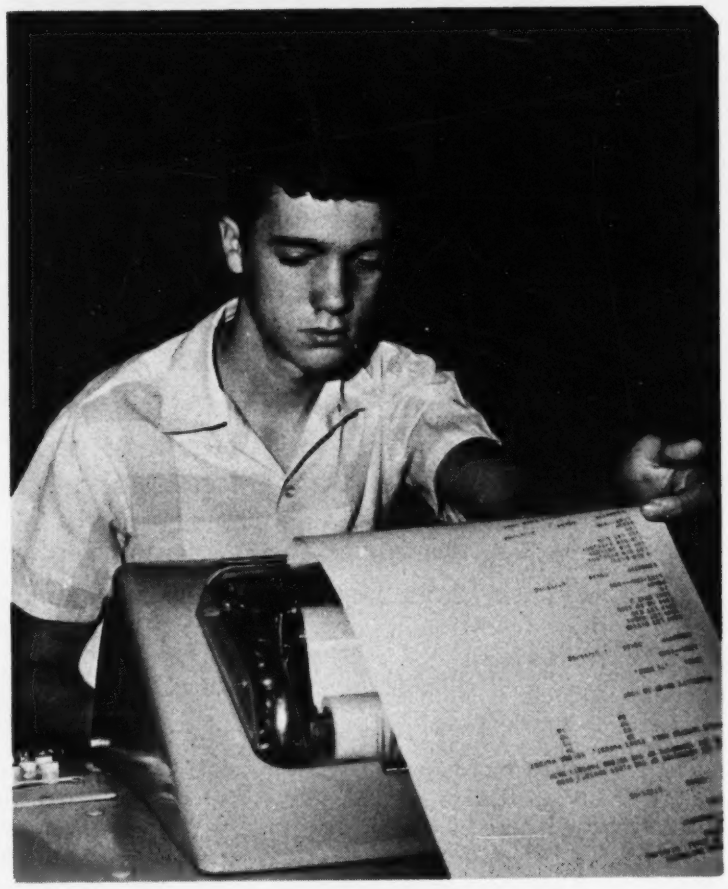
From its start as a remote user of a time-shared computer, South Portland has come full cycle, and now owns a time-sharing computer which serves three other "remote user" communities. At South Portland High School, seven different courses--primarily in mathematics--make use of computers. Students of various levels of ability have successfully learned to use computers and write programs to solve specific problems. South Portland's project began three years ago, as one of 20 northern New England schools to participate in a Dartmouth College project, "Demonstration and Experimentation in Computer Training and Use in Secondary Schools."

```
HELLO
100 LET X = LOG (4.38)
200 LET Y = X ↑5 +4
300 PRINT Y
400 END
```

A South Portland High School student has just asked a computer in Hanover, New Hampshire, to solve the problem $[\text{LOG } (4.38)]^{5}+4$. The answer to his homework problem will probably be printed in 0.119 seconds or less. If he has no further need for the computer, he'll then type "BYE" and free that circuit for one of his classmates or someone someplace else in New England. Such is the nature of time-shared computers and of "BASIC," one of the user-oriented languages now being utilized to make computers accessible to non-technicians.

South Portland's computer project was funded under Title III as an experiment to find possible uses for time-shared computers as instructional aids where major curriculum changes or extensive teacher re-training would not be required.

In terms of student involvement, the project has been a success from the start. High school principal Keith K. Thompson testifies the computer project "has been one of the single greatest motivating forces for encouraging individual initiative and effort among our students that I have experienced as a secondary school principal. Hundreds of hours of 'out of school' time



have been spent by our students because they are genuinely interested in learning how to solve problems through the use of the computer.''

Students' achievements led--in South Portland's first year of operation--to the school's winning permanent custody of Dartmouth's Kiewit Cup, awarded to that school ''which has demonstrated the most outstanding use of the computer.''

It was a desire to ''relieve the daily crush of humanity at the sign-up list'' (lists for reservation of computer time), which led South Portland to install its own small computer in 1968 as a backup to the Dartmouth complex. A year later a Digital Equipment Corporation TSS-8 computer, capable of full time-sharing and able to handle a variety of user-oriented languages simultaneously, became the principal back-up computer.

Currently, South Portland's computer center is used by classes in the high school and two junior highs, and provides leased services to the ''remote user'' communities of Gorham, Kennebunk and Westbrook. Summer classes have been conducted for junior high and high school students. Evening adult courses, attended mostly by teachers, are now worth two credits from Gorham State College toward certificate renewal.

The South Portland project has operated on the theory that computer-assisted education can best be carried out by day-to-day interaction between student and computer. ''Hands on'' computer experience has not been a necessary goal however. ''Good results,'' states Director Waterhouse, ''depend primarily on rapid feed-back to

the student in the form of answers or of comments concerning programming errors or inconsistencies.'' ■

YOU can ...

Enroll in a 6-week evening course at South Portland on the subject, ''BASIC Programming.''
Request copies of the project's monthly newsletter.
Consider making your school a remote user of South Portland's time-sharing computer.

PLANS TO CONTINUE THIS PROJECT: The South Portland school committee and city council have announced plans to continue this project under local funding after Title III seed money terminates in July.

Before ''hands-on'' operation of the computer, students become familiar with new, non-technical user-oriented language and sequence of data flow.

SPECIALIZED LEARNING ACTIVITIES
FOR THE RURAL DISADVANTAGED

Project Number: *OE 68-05542-0*
Applicant: *School Administrative District No. 17*
Director: *Mr. Richard L. Knudsen*
Oxford Hills High School
South Paris, Maine 04281

"Non-academic youngsters have long complained that English curriculums have little to offer them. These active students use language colorfully and often masterfully, but traditional classrooms often force them into silence by demanding that they use a sterile 'correct' English. This forced silence results in a lack of practice and subsequent sign of mastery over the language. We are further convinced that when these students turn school off, they become prime drop-out prospects."--Richard L. Knudsen

Overlooked and under-rated, "terminal students" usually are funneled into watered-down versions of curricula designed for those in the college course. At Oxford Hills High School, non-college students are envied for their participation in a relevant English program.

When students at Oxford Hills High stare at the "boob tube" they find familiar images staring back--not infrequently their own. Videotape television has switched on a group of youngsters who formerly held a dim view of school in general and English in particular--a group all too familiar with failure.

"We educators give great lip service to the idea that what we want to teach in terminal English classes is ability to communicate," says Director Knudsen. "Then we offer the youngsters the stimulating challenge of completing a 50-item work-book page on the correct use of *is* and *are*...What we must come to realize is that communication is almost 100 percent oral. What needs to be done is to incorporate oral work in our English classes."

Students in SLA (Specialized Learning Activities) classes are challenged orally through a "You are There" adaptation of videotape TV.

The Specialized Language Activities classroom, as seen from its TV studio end.

Their English curriculum consists of researching a relevant topic in social studies or art and then producing a television documentary about their subject. Some topics SLA students have selected for study include: "TV Language," "Commercials," "The Language of Politics," "Local Industries," "Community Helpers," "Crime," and "Contemporary Humor." Since the units involve action and action involves language, the major activity is language use.

SLA students spend two periods each day in their specially-built classroom. A TV studio occupies one end of the room, with tables and chairs at the other. The room also contains study carrels, and tables outfitted as listening stations. There are three typewriters in the room to motivate writing.

Each group of students forms its production teams on a rotating basis; a student may be a camera operator on one production and an actor in another. Students work from a shooting script which serves as a guide in production. Specific dialog is intentionally *not* provided. When a student is "on camera," he is forced to use his own language facility to put his message across.

After a taping session, students sit down and criticize their own efforts. "We have found that the students who were involved technically will often see ways to improve," Knudsen reports. "Most important, however, is that the students who were involved as talent often see that there are ways they could improve their use of language. They have, at last, a reason for using standard American English."

As might be expected, the improvement of speech carries over, and is reflected by better performance in reading and writing English. Compared to a control group, SLA students exhibited measurable improvement in I.Q. score (partially, Knudsen believes, as a result of improved attitude and desire to excel), reading ability, written composition, and in attitude toward school.

An important side-effect of the Specialized Learning Activities program is change in attitudes: (1) the SLA youngsters' improved attitudes toward English in particular and school in general, and their improvement of self-image; (2) teachers' changing attitudes through the realization that slow learners can progress if they are sufficiently challenged; (3) new respect from other students, who must depend on SLA students to operate video equipment borrowed for other courses; and (4) new recognition from the community when students' programs are aired by the local cable TV company over an unused channel.

States Knudsen, "This has to be the logical use of videotape; to encourage youngsters to become involved is the key to our problem in educating the slow learner. To use videotape to record a lecture for future showing is only compounding poor teaching...As an educational tool, the videotape's greatest potential is in the area of motivation by actually having students involved in production."

Visitors to the project agree they have never seen low-ability students participate in any school activity with such enthusiasm. The students are involved in a program designed to make them enjoy the education process. As one SLA student quipped to a visitor who had asked how he liked the program, "...great, but we haven't had any English yet."■

YOU can...

- **Borrow a new 16mm sound and color film demonstration of the project.**
- **Request a complete statistical report on the project.**
- **Arrange to visit the project.**
- **Invite Director Knudsen to speak to your group about videotape and filmmaking as a means of reaching students.**

SLA students operate all video equipment in their own productions, and serve as video crew when other classes borrow the equipment.

A UNIFIED ENGLISH LANGUAGE CURRICULUM
FOR RURAL AND COASTAL MAINE SCHOOLS

Project Number: *OE 67-02989*
Applicant: *Superintending School Committee, Town of Brunswick*
Director: *Mr. John T. Smith*
Brunswick High School
Brunswick, Maine 04011

During the spring of 1966, a task force of educators from Brunswick, Topsham, Harpswell and Bowdoinham met to evaluate English instruction in their schools. "We came, almost reluctantly," said the group's organizers, "to see that those students we were most concerned with--our dropouts and those graduates who failed to make an easy transition to college or a job--were (disproportionately) coastal and rural youths." The result was a Title III program (which recently completed its 3-years' federal funding) to undertake a 3-phase program of in-service teacher training, preparation of teacher-written locally-geared materials, and a continuing program of implementation and evaluation of those materials in the classroom.

"Again and again," says Director Smith, "school guidance officers (in 1966) pointed our attention to the home backgrounds of those students we were not reaching: the boy whose father was a lobsterman forced by overtrapping to set ever increasing numbers of traps to capture sufficient lobsters to make even a marginal living; the girl whose parents had to give up a dairy operation that her family had run for four generations because the minimum acreage for economic production of milk had long since outstripped the rocky areas of their seacoast farm; the boy whose parents worked in Brunswick's shoe factory, leaving him in the care of his French-speaking, Franco-American grandmother. These were the pupils who were our failures--way out of proportion to their relative numbers in our schools."

"As our studies continued into the fall of 1967," Smith adds, "we began to suspect that the failure was not that of our coastal students alone, but ours also. Our standard curriculum and our presently trained teachers had little, vocationally or culturally, to offer students disadvantaged by reason of a typical language background or poor mastery of one of the standard dialects of American speech."

In the spring of 1967 the Coastal and Rural Maine English Language Curriculum Group was formally organized with the Superintending School Committee of Brunswick serving as fiscal agent for what had by then become a 14-town, 5-county cooperative venture. The project began with an in-service training program for 55 area teachers, to prepare them to investigate the effects of dialect, geography, stylistic analysis, and the history of the English language.

A summer production workshop followed, which resulted in a 200-page preliminary edition of a curriculum guide for grades kindergarten-8, emphasizing classroom units geared to local needs. Experimentation in the classrooms during the 1967-68 school year was followed, at the second summer workshop, by revision of the K-8 materials and preparation of a curriculum for grades 9-12.

Further experimentation with locally-oriented teaching units continued in the following school year, and work was begun on what is perhaps the project's most popular product--a reader for grades 8-9, appropriately titled *Maine Stories*. An anthology of stories about Maine by both well-known and obscure writers, the book recently resulted in a 90-day extension of the project past its terminal date in order that plans might be made to continue the volume's production and availability.

Publication of teaching materials and teacher-training demonstrations dominated the final phase of the Brunswick project. Plans are to continue these as much as possible under local funding. ■

YOU can...
Request more information from Mr. Smith.

AREA STUDIES
FOCUS ON GERMANY

Project Number: *OE 68-06429*
Applicant: *Orono School Department*
Director: *Don E. Coates*
Superintendent of Schools
Orono High School
Orono, Maine 04473

"Our students...have become more introspective and more tolerant--far less willing to accept a superficial conclusion or to allow their opinions to be based on generalities." This comment by David C. Larson, one of the two project coordinators, spotlights the purpose of the Orono project.

The subject of Orono's pilot project--Germany--was secondary to the project's overall objective. Increased student sensitivity to the needs and concerns of other peoples could be developed through "area study" of any number of countries. "In fact," says co-coordinator Daniel W. Soule, "we now plan to offer two-year studies of other countries--perhaps South American, Asian, or Soviet--and alternate these two-year sequences."

"Area Studies" offers students an opportunity to learn about a culture--not through a textbook study of history or geography or language--but through a team-taught presentation of these three plus literature, music, art, drama, cooking, dance, popular periodicals and humor. The basic framework allows for 90 minutes (two periods) of social studies, 90 minutes of language study, and 45 minutes (one period) of other cultural enrichment material each class week. Although social studies and language study command the most class time, art, music and literature in translation afford students an intellectual immersion in the culture of Germany.

Extracurricula "special events" have been a boon to this effort: performances by a German band (a group of local physicians), a "Kafka Colloquium" (an informal evening discussion of this author and his works), evening sessions with German students and experts on Germany from the University of Maine, and German dinners (with all dishes prepared by students, using authentic German recipes) have enhanced student involvement. Capping this year's activities for students and teachers was a ten-day trip to Germany in April, paid for in part by a student-organized fund drive.

A course in *conversational* German was chosen as an important facet of this in-depth study, Larson said, because "...an understanding of how people communicate is fundamental to the knowledge of the culture." Although project objectives were met, the students were disappointed that they had failed to gain a more complete ability to use the German language. Experimentation has taken place in the second year to help students reach this objective.

"Area Studies" is an integrated-content approach to the development of skills and abilities in problem solving and independent inquiry. History, political science, literature, language, art and music of Germany are taught, but the true test of the program's success is measured in terms of increased student open-mindedness and awareness--of other cultures, environments, attitudes and ways of living. Team teaching is employed, and extensive use is made of resource persons and materials from the nearby University of Maine.

Speaking about the influence of the area studies program, Coates said, "The greatest change resulting from the project is an increased awareness of the role of Germany and Central Europe in world affairs. Students seem continually aware of the materials covered in this course as they...use and refer to these materials and their significance in other classes and in discussions with other students."

"Students, both those participating in the project and others who are not, are interested in obtaining an 'European' point of view," Coates reported. "They ask about, and are willing to spend time investigating, European and German reactions to American foreign policies and other world events." ■

YOU can...

Arrange to visit the "Area Studies" project.
Request further information.
Borrow a film specially prepared by the Orono faculty, which fully describes the project.
Contact Daniel Soule or David Larson, Orono High School, Orono, Maine 04473.

A Demonstration Center for the Utilization of

MULTI-MEDIA IN ELEMENTARY SOCIAL STUDIES

Project Number: *OE 67-03230*
Applicant: *Town of Brunswick*
Director: *Miss Margaret Varney*
Brunswick Junior High School
Brunswick, Maine 04011

The Title III Social Studies Project in Brunswick was designed to serve the educational needs of elementary students in the state by providing a demonstration center for an inductive, problem solving, multi-media approach to the Social Studies.

"Today's student must be treated as an individual, *with an important role in the formation and implementation of curriculum.*" This statement of philosophy by teachers trained in the Brunswick program indicates the program's influence on their perspectives of the teacher-student relationship.

Their other findings?

"Through the use of multi-media, students, regardless of ability, become more involved in the Social Studies," and "through personal discoveries and self expression, the student becomes more able to adapt to the complexity of modern society."

"Multi-media" is the use of many input sources rather than the traditional textbook alone. These include:

All printed sources--texts, references, books (both fiction and non-fiction), newspapers, periodicals, etc; and

Films, filmstrips, filmloops, tapes, records, slides, student-made films, transparencies, closed-curcuit television, maps, charts, globes, graphs, timelines, pictures, field trips, resource people and agencies.

Now in its third year of operation, the Brunswick project has trained more than twenty

teachers and five other personnel, developed and tested a variety of creative teaching techniques designed to bring about intensive pupil involvement, and made extensive use of multi-media in conjunction with recent social studies curriculum findings.

A Model Library grant under Title II ESEA was the catalyst for the Demonstration Center project. To the 18,850 books in the libraries of Coffin School and Brunswick Junior High were added the following multi-media materials and equipment, made available by the Title III grant:

Materials	*Equipment*
Films	16mm Projectors
Filmloops	8mm Loop Machines
Filmstrips	Filmstrip Viewers
Filmstrip-records	Filmstrip Projectors
Realia Kits	Video Equipment
Records	Record Players
Tapes	Tape Recorders
Transparencies	Overhead Projectors
Study Prints	Copy Machines

One major objective of the project was to train a core of teachers to serve as a demonstration team in the use of multi-media in the Social Studies. Training of the team took place in the first two years of the project. Demonstration lessons are now conducted in grade one and grades 4-8.

The results?

One evaluator said, "I was repeatedly impressed by the orderly and productive actions of students left in relatively unsupervised situations. One example was in grade five, where the class had made a film--with audio--about the Revolutionary War. They expressed their feelings about this film in a way that made the production very exciting."

He added, "Third, fourth and fifth grade students, in their classes, spent up to twenty-five minutes steadily engaged in independent study. Some were involved in library study or the use of the multi-media library. In all instances the students talked with one another periodically, but a substantial portion of their discussions seemed to center on the assignment at hand."

A second evaluator reported, "The children are no longer recipients of information, but are now actively involved in the learning process. They know how to form committees, organize panel discussions, research in groups and independently, develop materials, operate equipment and, above all, share information and learn from each other."■

PLANS TO CONTINUE THE PROJECT: The continuance of this project is built in. With trained teachers, developed materials and a model library, school visitations will continue to be scheduled under the provisions of the Model Library Grant under Title II ESEA.

YOU can...

Request copies of curriculum guides and sample units for grades 4 through 8.

Arrange for your teachers to visit demonstration classes.

Borrow video-taped demonstrations of the use of multi-media in the classroom.

Young students conducting group research through the use of recorded material.

RAMP
(REGIONAL ACADEMIC MARINE PROGRAM)

Project Number: *OE 67-03990*
Applicant: *Kittery School Committee*
Director: *Mr. Sebastian J. Cultrera*
Whipple Road
Kittery, Maine 03904

A truly regionally-structured project, RAMP encompasses communities in two states. The program's purpose is to create, eventually, a population along the Maine-New Hampshire coast which will be knowledgeable about and realize the importance of maintaining its irreplaceable marine resources. Interim efforts have tied in smoothly with this long-range objective by making inroads of learning into cross-sections of the present population, at the adult, high school sophomore, and 5th thru 7th grade levels. Eventually, the RAMP plan calls for a continuing marine resources curriculum from grade one to grade 12. Conservation and anti-pollution principles are interwoven with studies of ecology and marine biology.

"Oceanology" is the all-encompassing study of the sea and its creatures as they exist in an inseparable interface with man and earth. If RAMP can succeed in providing a gradually expanding program of education in oceanology for youngsters who are now in the primary grades, Director Cultrera hopes that, "...the people of tomorrow will more intelligently take heed and make the necessary commitments to insure the preservation of our marine resources."

RAMP began in 1967, under a grant from Title III. The project's first educational effort took place in the spring of 1968, with a 6th grade program concentrating on the study of marine algae, echinoderms and other invertebrates, and the ecology of Kittery's tidal areas. Simultaneously, a public lecture series with guest speakers of national repute drew hundreds of adults and children.

Now nearing the end of three years of federal funding, RAMP has succeeded in creating regional awareness of the value of oceanology in public school curriculum. Toward that end, RAMP personnel have created 11 classroom units and guides as model curricula for elementary and secondary schools. Additional units are planned as time and funding permit.

Curriculum guides are prepared with the advice and assistance of a curriculum committee established by the RAMP Community Advisory Board. The Advisory Board was created early in the project's operation to take advantage of the knowledge local residents could bring to the project and as a means of helping develop a broad base of community support.

RAMP began operation with a 155-gallon aquarium, several smaller aquaria, some microscopes and laboratory equipment, and purchased marine specimens. Through careful spending and by taking advantage of federal surplus materials, Cultrera has built the inventory to include four large aquaria, a videotape TV system, photo equipment, several variable-power zoom microscopes, and a collection of miscellaneous nets, screens and tanks for taking and preserving specimens. The Evinrude Company donated a surface air supply unit for exploratory diving. All the specimens in RAMP's aquaria these days (including some very rare in New England) were collected by students during field trips.

Cultrera and RAMP instructors teach their students that the organisms they study, whether or not of value to man, are an integral part of the marine ecology and food chain. Therefore, at the end of a course all but the rarest specimens are released back to the waters from which they came.

In support of its objective, to create community awareness of the importance of marine resources, RAMP has operated--in addition to its school curriculum -- an educational course in oceanology for adults, a summer school for high school students, and a marine biology summer school for 6th graders who previously participated in the school-year program. The public lecture series has also been continued.

The project received its first major contribution from a private source last summer, when Harold H. Short, Jr., of Rye, New York, donated a 24-foot cabin cruiser to the project. Dubbed "Shark," the inboard-powered craft underwent refitting during the fall and winter, and will be used this summer as a floating laboratory. It will contain a ship-to-shore radio, a recording depth finder, a specially-mounted stereoscopic microscope, a sea drag and plankton net, and various collecting and holding tanks for specimens.

RAMP students conduct a "beach transect" by sampling sand at fixed intervals.

RAMP will conduct summer programs for grades seven-12 this summer, under funds remaining from its final year of Title III funding. The "Shark" will be used for the first time. It may not be used again, because RAMP has been unable to gain local funding. Unless other sources of funds become available, the project will be forced to terminate this fall. ■

YOU can...

Request copies of RAMP curriculum units.
Arrange to visit RAMP.
Request consultant services on course content, techniques and equipment for a course in oceanology.

Sixth-graders examine a specimen collected on a field trip.

OUTDOOR LABORATORY OF NATURAL SCIENCE

Project Number: *OE 67-3173-1*
Applicant: *Windham School Committee*
Director: *Mr. Robert L. Hunt*
R.F.D. No. 2
South Windham, Maine 04082

Windham's Title III project--now operating on local funds--is an unique attempt to apply practical experience to concepts learned in the classroom. A man-made pond, wooded setting and resident wildlife are helping youngsters from kindergarten to grade 12 understand fundamentals of science, social studies, mathematics, language arts, home economics, art, music, health and physical education. At the same time, students are gaining new respect for natural resources--a respect certain to make them concerned and enlightened voters in years to come.

Trees bearing identifying signs, nature trails meandering past green thickets, and ducks swimming in its placid pond belie the fact that Windham's Outdoor Laboratory is an extraordinary, functioning "schoolhouse."

The Outdoor Laboratory is in no way a substitute for an indoor classroom, nor is it intended to be. It *is* a setting for viable re-enforcement of theories and principles taught in traditional classes.

"As babies we did not think in words," Director Hunt points out, "but rather we reacted to stimuli. Even as we grew older we learned words through stimuli and association. What impressed us most in our young lives were things that we experienced through the use of all our senses.

"Outdoor education provides many opportunities for *sensory* as well as direct learning experiences in all real life situations, (experiences which) can help make more vital and meaningful most subject matter taught in the classroom."

Subjects which can be made more relevant through outdoor education--and a sampling of applications--include: social studies (establishing a camp government; constructing early pioneer tools out of natural materials); science (geological observations; field studies of pond life, soil and other elements of nature); language arts (making field notes; writing stories about the outdoors); mathematics (determining board feet of trees; computing rates of flow of surface drainage); art and music (using natural materials as designs and in artwork; learning the significance of early folk songs); home economics (identifying, collecting, and cooking local edible plants; studying the natural sources of dyes); and physical fitness (hiking; planting trees; learning survival techniques).

In Windham's outdoor school, students have the chance to pull together concepts learned in different classes. "Although we teach language arts, science, arithmetic, social studies, music and art," Hunt explains, "they are taught together to perform a single function--to complete the picture of life as it really exists. Many students, consequently, are not fully aware, nor should they be, of *when* they are learning arithmetic, *when* they are learning social studies, and *when* they are learning science and language arts."

Windham's project is noteworthy for its staff's accomplishments and successful efforts to operate on a small budget. "This project is intended to stimulate adoption and interest by other school systems," Hunt explains, so its expenses must be kept at a level other schools will feel they can afford.

Beginning with a wooded area owned by the school department, planners of the project sought expert advice for economical construction of the Outdoor Laboratory. They got advice and assistance free--from representatives of the United States Department of Agriculture, the Maine

State Forest Service, State Parks and Recreation Commission, State Department of Inland Fish and Game's Biology Division and Warden District, and the Conservation Education Foundation of Maine.

Other volunteers included consultants from Gorham State College and the S.D. Warren (paper) Company's research division. The volunteers surveyed the land, prepared rough nature trails, and helped in development of brochures, teaching aids and other materials. Bulldozing for the pond ($300) was the largest capital outlay. Reference materials and laboratory equipment came to $2,500.

To help teachers prepare for the Outdoor Laboratory, the staff conducted a 15-week, in-service program in the spring of 1968. Topics ranged from "Scope of Ecology" and "Energy in Ecological Systems," to "Natural Resources," "Public Health and Welfare," and "Human Society."

For teachers who still feel uncomfortable in the new environment, staff members are available to render as much or as little assistance as necessary. Although teachers are encouraged to plan with their students programs to fill their particular needs, the staff is able to plan a part of or even an entire program if the teacher prefers.

Projects the Windham staff has undertaken include a 6-week summer program (emphasizing plant and animal ecology, geologic history, and man's use of history), materials to aid teachers, development of a life science program for underachievers, and production of a 16mm movie about the Outdoor Laboratory. ■

YOU can...
Arrange to visit the Outdoor Laboratory.
Request samples of materials prepared.
Request more information.

OCEANOGRAPHY FOR MAINE YOUTH

Project Number: *OE 68-05235*
Applicant: *Yarmouth School Department*
Director: *Mr. John H. Wibby, Jr.*
Yarmouth High School
Yarmouth, Maine 04096

"The original and most fundamental objective of this project is to promote an appreciation of the vast potential of the oceans as a means of economic improvement for the citizens of this State. Certainly, no one doubts that one of the significant industries of tomorrow is oceanography. This comes to Maine people with their maritime heritage as an ideal opportunity to pioneer and prosper through the development of this industry. Such prospects as these will become reality only if the citizenry is educated in ocean science."--Director Wibby

The work of this planning grant involved collecting materials and books, individual study and research, formal instruction and the writing of course outlines and materials.

"The greatest change that this project has brought about," Director Wibby states, "is found in the attitudes of some administrators, teachers, and students towards science. Prior to the advent of the project, many elementary teachers had displayed a certain distaste for science--an attitude which is mainly attributed to a weak background in this area. Now these teachers (have discovered) oceanology as a descriptive science which relates to the environment. Consequently, increasing interests in oceanology have served to allay the fears that some people have of science." Moreover, Wibby adds, project staff members have found ocean science to be an effective vehicle for the teaching of basic science principles and procedures.

Early in the project, it was decided that units in ocean science should be developed and integrated into the existing curriculum rather than attempting to organize new and separate courses in oceanography. To prepare for this work, the entire project staff attended a summer oceanography course at the University of Rhode Island. During the remainder of the summer they prepared and coordinated oceanology units for grades three, six, and seven-12.

Curriculum prepared in this Title III project is being used in nearly all science courses in the Yarmouth School System. Additionally, the project established a permanent oceanography library containing more than 400 books, articles, maps, charts, kits, film strips, curricula, catalogs, bibliographies, and other materials. ■

YOU can...
Request more information from Director Wibby.

A COMPREHENSIVE GUIDANCE AND COUNSELING SERVICE FOR RURAL MAINE COMMUNITIES

Project Number: *OE 67-03728*
Applicant: *School Union 69*
Director: *Roy Barker*
Camden, Maine 04843

Known locally as the "traveling guidance center," this is one of only nine such Title III projects in the nation. It serves Appleton, Hope, Lincolnville and the Penobscot Bay island of Isleboro. A $13,000 custom-built bus provides space for separate counseling areas, secretary's office, and a conference room. The project has provided individual and group counseling, acted as a referral agent to place certain youngsters in programs sponsored by other agencies, arranged for medical and dental diagnoses and follow-up for needy youngsters, conducted home visitations and parent conferences, and held consultations with teachers. Now in its final year of federal funding, the project is unlikely to continue, due to the inability of local communities to bear the expense.

The People Left Behind, a 1967 report by the President's National Advisory Commission on Rural Poverty, stated: "Rural poverty is so widespread, and so acute, as to be a national disgrace, and its consequences have swept into our cities violently."

The same report, says Vernon Hunter--guidance counselor and field director of this mobile project--described "the outward migration from low income areas, the difficulty of escaping from poverty or even easing the burden and the inability of the economy in the area to support local government, schools and churches."

"This statement accurately describes the area served by this project," Hunter lamented. In seeking continuing support for the project, Hunter presented cost projections at each town's annual town meeting. "In these low-income rural communities where some schools are extremely overcrowded and teachers' salaries are increasing," he reported, "the outcome of those meetings is not encouraging."

Hunter sees a cruel shortcoming in the continuity of federal aid-to-education programs. No matter how vital a project funded with Title III "seed money" becomes to a community, he point out, that program is doomed at the end of three years if its funding level is beyond the community's capacity to pay.

"In light of the rural financial structure," Hunter asks, "why isn't it possible to view 'seed money' as initiating PACE projects worthy of continuance with other federal financing *if they attack and have some impact on the underlying causes that create hopelessness?*"

Hunter's own project is typical of those which poor rural communities need, but--even on a cooperative basis--cannot afford. The program has surpassed its founders' expectations in: (1) establishment of special programs for children with learning disabilities; (2) individual counseling with children in lower grades; (3) acceptance of the program by parents; (4) cooperation of local health personnel and community agencies; (5) creation of awareness at Camden-Rockport High School of the problems and environments of rural youth; (6) integration of curriculum in rural schools to more nearly provide the same preparation for high school; and (7) provision of a summer speech therapy program.

Dr. James J. Muro of the University of Maine expressed the need for outside, long-term assistance most succinctly: *"Failure to provide continued support for this venture in human relations would,"* he stated, *"blow out the light on a promising candle of hope for needy Maine youth."* ■

YOU can...

Request further information about the mobile guidance center.
Request a resume of materials and resources used.
Suggest possible methods of funding.

PLANNING MODEL SCHOOLS IN MAINE

Project Number: *OE 68-05112-0*
Applicant: *Maine Department of Education, Augusta*
Director: *Mr. Robert A. Jones*
Department of Education Building
Augusta, Maine 04330

This project was funded by the U. S. Office of Education as a planning grant. **It was intended to (1) evaluate the problems facing the nine rural elementary schools in the State which are operated by the Maine Department of Education, (2) provide in-service visitations by personnel of the state-operated schools to exemplary programs elsewhere in the nation, and (3) to design plans for approaching the problems identified as of most critical concern. The results? After assessing the needs of the nine schools, planning focused upon the five state-operated schools located in and adjacent to Washington county. While these five schools faced some problems unique to their locations and personnel structures, the study revealed that all schools in the region had needs they could not meet individually. A Title III grant proposal resulted, recommending formation of a small, exemplary "regional educational service agency." The proposal -- the only one to be submitted by the State Department of Education -- was not funded last year due to funding priorities: it will be reconsidered by the Advisory Council this year. Here are highlights of that proposal...**

The Maine Department of Education operates (as a local educational agency) one elementary school in each of the unorganized territories of Kingman, Brookton, and Edmunds; one elementary school at the Passamaquoddy Indian reservation (Indian Township, Peter Dana Point, Princeton); and one elementary school in the Pleasant Point Passamaquoddy Indian reservation in Perry.

As a result of a needs assessment in the five schools, a Title III operational proposal was developed. That proposal would attack common problems by establishing a regional educational service agency called "Service Team for Educational Planning and Programs (STEPP)." STEPP would provide planning, in-service education, and improved school health services; and promote better home-school relationships and regional cooperation.

The regional educational service agency concept originated in New York in 1948 with the creation of "boards of cooperative educational services." In several states such agencies have been legislated into the position of "intermediate" units in a three-echelon state school system structure.

In most instances, the regional educational service agency is designed to operate as an administrative and service unit for a group of local education agencies which have formed a cooperative. The regional agency is financed, wholly or in part, by the cooperating local units -- who have representation upon the governing body of the agency -- making the agency, therefore, responsive and accountable to the needs of the local education agencies.

The function of the regional agency is to provide specialized services and programs which local agencies cannot provide with their own resources. The regional agency (completely service oriented) is a resource pool for local agencies. STEPP would follow this concept

in providing personnel for specialized assistance and in the creation of a "curriculum materials resource center." This center would be comprised of recently developed learning activity packages, programmed instruction materials, and other resource items.

As envisioned in the Title III grant proposal, STEPP would be originated with Title III funds exclusively, and serve as a service arm of the Department of Education in its first year. Efforts would be made during that year to encourage the local education agencies of the area served to budget funds for the following years in increasing amounts; thereby assuring the program's continuation when federal "seed money" terminates. ■

YOU can...
Request a copy of the grant proposal.

PROFESSIONAL IMPROVEMENT FOR ELEMENTARY PRINCIPALS

Project Number: *OE 68-05392-0*
Applicant: *City of Auburn*

Co-Directors:

Mr. Rodney L. MacNeill
RFD #4
Auburn, Maine 04210

Mr. Harold Blood
Dow Lane School
Bangor, Maine 04401

This project was funded as a planning grant to study the problems faced by rural elementary school principals, and then recommend solutions. The paragraphs below are excerpted from the grant proposal that resulted from this study. That proposal was tabled by the Title III Advisory Council last year due to funding priorities, but has now been re-submitted for the Council's consideration.

"The elementary principal must be the leader in a breakthrough in elementary education. He must be aware of developments which are current in the field of elementary education... emphasis must be placed on the need for knowledge in the area of special educational programs for children with special needs ... The superintendent, who formerly served in this capacity, is now confined to financial considerations and personnel problems. Only through an aware and informed principal can the elementary program make needed progress."

"The ultimate objective of this proposal is the development of an educational program for the elementary school children of Maine which will reflect progress in the application of developing knowledge in the field. With the emergence of the elementary school principal as the educational leader at this level, it is of utmost importance that he receive adequate training for his new responsibility. This proposal would provide for more efficient communications, working arrangements and, of greatest importance, in-service programs for these people. *This activity would make available to every elementary school child in Maine a school leader who is aware of developing needs and trained in the implementation of necessary changes."*

"Through intensive study of specified problem areas at a summer institute, a corps of thirty principals in Maine would be prepared to conduct regional school-year workshops to be attended by all principals. Through feedback at these workshops, additional problem areas would be identified for study at subsequent institutes. Continuous updating of the knowledge of Maine's principals would enhance the chances of Maine's children for quality elementary education."■

YOU can...
Request a copy of the grant proposal.

Title III Projects
Cumulative Awards
and Dates Funded

Project	Cumulative Grant Awards	Dates Funded
EXPANDING SOCIAL/CULTURAL HORIZONS		
Bangor--Music in Maine	$632,431	8/ 4/66 - 6/30/69
Bath--Operation Treasure Hunt	174,287	7/ 1/67 - 6/30/70
SAD No. 33--Bicultural Curriculum Development and Teacher Renewal	146,903	6/28/68 - Continuing
Wells--Cultural Enrichment Program	27,619	5/ 1/67 - 6/30/70
HELP FOR THE EDUCATIONALLY DISADVANTAGED		
SAD No. 54--Remedial Reading Mobile Laboratory	46,616	9/ 1/67 - 6/30/70
Bath--Operation Lighthouse	356,656	7/ 1/66 - 6/30/69
Falmouth--ARISE (Active Rehabilitation Integrated with Socialization and Education)	38,043	6/ 1/69 - Continuing
Portland--PREP (Pupil Rehabilitative Education Program)	95,504	6/28/68 - Continuing
SAD No. 61--Bright Peaks	60,000	6/15/69 - Continuing
Biddeford--Learning Services Hub	169,048	3/ 1/67 - 2/28/70
Winthrop--Individual Curricula for Educationally Handicapped Children	26,803	5/ 1/69 - Continuing
IMPROVING THE EDUCATION ENVIRONMENT		
SAD No. 48--Elementary Curriculum Coordination	57,259	6/26/67 - 6/30/70
Portland--EPIC (Experimental Programs in Curriculum)	244,536	6/15/67 - 6/30/70
SAD No. 40--Model State Workshop and Laboratory School	112,536	6/28/68 - Continuing
Jackman--Pilot Breakfast Program	38,452	6/ 1/66 - 5/30/69
RESOURCE CENTERS		
Waterville--Model Library and Materials Center	203,981	7/ 1/66 - 6/30/69
Auburn--Educational Service Center	51,451	6/28/68 - Continuing
Portland--PRIME (Portland Regional Instructional Media Experiment)	261,218	6/28/68 - Continuing
COMPUTER SCIENCE		
South Portland--Use of a Time-Shared Computer	108,489	8/ 1/67 - 6/30/70
GIVING ENGLISH MEANING		
SAD No. 17--Specialized Language Activities for The Rural Disadvantaged	113,865	4/ 1/68 - 6/30/70
Brunswick--Unified English Language Curriculum	156,492	1/24/67 - 4/30/70
PUPIL INVOLVEMENT IN SOCIAL STUDIES		
Orono--Area Studies--Focus Germany	40,615	6/28/68 - Continuing
Brunswick--Demonstration Center for Utilization of Multi-Media in Elementary Social Studies	162,528	6/29/67 - 6/30/70
UNDERSTANDING OUR NATURAL RESOURCES		
Kittery--RAMP (Regional Academic Marine Program)	91,181	7/ 1/67 - 6/30/70
Windham--Outdoor Laboratory of Natural Science	28,791	7/ 1/67 - 6/30/70
Yarmouth--Oceanography for Maine Youth	22,279	2/19/68 - 6/30/69
GUIDANCE AND COUNSELING		
School Union No. 69--Comprehensive Guidance and Counseling Service for Rural Maine Communities	79,038	7/ 1/67 - 6/30/70
PROFESSIONAL IMPROVEMENT		
Augusta--(State Department of Education) Planning Model Schools in Maine	49,417	6/15/68 - 6/14/69
Auburn--Professional Improvement for Elementary Principals	14,963	2/ 6/68 - Continuing

"We are meeting the needs the schools can't individually afford. Only through collaboration efforts can rural children have the advantages of city children. Is it possible, in Maine, for a *region* to collaborate on what the children need?"

"It is now felt that here, in the St. John Valley, lies the opportunity and capability to produce a new and valuable type of American."

"Operation Lighthouse, in its three years' existence, strove to demonstrate that no child of normal intelligence fails in school without reason."

"If those who don't meet traditional classroom standards can demonstrate--with the encouragement of special counselors--the ability to lead meaningful, responsible lives, they, too, have earned the right to graduate."

"The greatest impact of this project on the educational program of SAD No. 48 as a whole, is an awareness of the *flow of instruction* through the grades--and a re-evaluation by the classroom teachers of their part in the total picture."

"I like it because you feel free and you don't have to stay in class too long. The field trips are nice. I haven't missed a day yet, and that's unusual for me."

"Hundreds of hours of 'out of school' time have been spent by our students because they are genuinely interested in learning how to solve problems through the use of the computer."

"We came, almost reluctantly, to see that those students we were most concerned with--our dropouts and those graduates who failed to make an easy transition to college or a job--were (disproportionately) coastal and rural youths."

"The children are no longer recipients of information, but are now actively involved in the learning process. They know how to form committees, organize panel discussions, research in groups and independently, develop materials, operate equipment and, above all, share information and learn from each other."

"In light of the rural financial structure, why isn't it possible to view 'seed money' as initiating PACE projects worthy of continuance with other federal financing *if they attack and have some impact on the underlying causes that create hopelessness?*"

TEACHING *IS FOR KIDS*